Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia

February 2001

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Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia

Prepared by
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Centre for Education Information, in collaboration with and funded by the B. C. Council on Admissions and Transfer

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A Students' Perspective on Admissions and Transfer Issues in the BC Public, Post-Secondary System

February, 2001

Executive Summary

This report presents the results of an analysis of admissions and transfer data from the 2000 BC College and Institute Student Outcomes Survey. The report addresses a number of issues related to the admissions and transfer experiences of former students from BC's college and institute system, from the students' perspective.

With respect to admissions, it explores the direction and magnitude of student flows between institutions in the BC public, post-secondary system. It also explores the extent to which students are able to access the institutions, programs and courses of their choice. This information is valuable because administrative information systems are currently very limited in their ability to track the movement of students between institutions.

On the transfer side, the report profiles students who expected to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations is concentrated. It also assesses the impact of student knowledge of the transfer system on transfer success and students' overall satisfaction with their recent transfer experience.

The study population consists of students who participated in an Applied program or an Arts and Sciences program in BC's college and institute system. Applied students were included in the study population if they had either completed or nearly completed their program of study and were no longer enrolled in their Applied program at their institution.[1] The Arts and Sciences cohort consists of all students who left their program at their institution with at least 24 credits (less than one full year). **This report draws on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies during the period between when they left their original program and the survey interview.** The report provides information about students who transferred from the college and institute system to any type of further studies, but not about former students who left a BC university or private training institution.

Summary of Findings and Conclusions

The survey results show that the admissions and transfer system in BC is working very well for students who continue their studies after having studied in the BC college and institute system. In terms of access, the great majority of continuing students reported getting into the institution, program and all of the courses of their choice. In terms of transfer, only 12 percent of students reported not receiving all of their expected transfer

[1] University colleges did not use a consistent approach in deciding how much of an upper division applied degree program had to be completed before a student was included in the survey. See Appendix 2 for details.

credit, and, according to respondents, close to half of these cases arose because the original course or program was not designed for transfer.

The report provides direction to the BC Council on Admissions and Transfer (the Council) in terms of where to concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation and transfer arrangements among the colleges, university colleges, institutes, the Open Learning Agency (OLA), and the universities. Given the sheer number of institutions involved, this can be a daunting task. The findings show that there were no *significant* cases of particular institutions or programs accounting for a disproportionate number of respondents with unmet transfer expectations; that is, the entire system is performing relatively well. However, because the volume of transfer students is much higher for certain sending and receiving institutions, and programs, there are areas where the Council can focus its efforts to meet the largest audience.

Institutions should take the necessary steps to ensure that students are informed as to which courses are or are not transferable. Education campaigns should target Arts and Sciences students and Applied students in programs of 13-36 months duration at the four top sending institutions (Kwantlen University College, Langara College, Douglas College, and Capilano College). Given that half of the 12 percent of respondents with unmet transfer expectations were attempting to transfer credits from programs that were reported by the respondents as not designed for transfer, it follows that there is a need for improved communication with students. The study also found a positive relationship between how informed respondents reported they were and the likelihood of their transfer expectations being met. The Council should also identify and work to resolve any articulation issues between the four top sending institutions and the three top receiving institutions: the University of British Columbia, Simon Fraser University and the University of Victoria.

The study also highlighted some areas where the incidence of unmet transfer expectations was relatively high, although the significance in terms of the number of students involved was relatively low. In terms of sending institutions, over a quarter (26%) of respondents who transferred from BCIT were unable to transfer all of their expected credits. In terms of receiving institutions, 26 percent of those respondents who transferred to either the Emily Carr Institute of Art and Design, or Okanagan University College reported unmet transfer expectations. In terms of programs, Agriculture, Natural Resources and Science Technology (33%), and Visual, Performing and Fine Arts (25%), had relatively high rates of respondents reporting unmet transfer expectations. Addressing these small concentrations of students with unmet transfer expectations is unlikely to impact significantly on the overall number of students with unmet transfer expectations; however, it may help to alleviate student frustration and improve the overall efficiency of the system.

Key Admissions Findings

Student Flows

Overall, 43 percent of respondents reported they had taken or were currently taking further studies at the time of the interview.

Of respondents who continued their studies and whose destination was known:

- 93 percent were studying in BC, including 87 percent who continued in the BC public system.
- One in 10 Applied program students went to private educational institutions in Canada, mainly to study finance related disciplines.

Of respondents who stayed in the BC public, post-secondary system:

- 71 percent transferred to a different institution, and the remaining 29 percent started a different program at their original institution.
- 12 percent originated at a university college and stayed at the same institution for further studies.
- 29 percent transferred from a college to a university.
- 65 percent of those who transferred to a different institution went to a university.
- Three universities received 60 percent of all students continuing at a different institution: the University of British Columbia (25%), Simon Fraser University (20%) and the University of Victoria (15%).

Access

Students who continued their studies in the BC public, post-secondary system after leaving a college, university college, institute, or the OLA reported that they were very likely to access their institution, program and courses of choice; 91 percent got their institution of choice; 95 percent got their preferred program of study, and 86 percent got all of the courses they wanted.

Students who transferred to colleges (78%) and university colleges (77%) were less likely to get all of the courses they wanted than were students who transferred to universities (85%), or institutes and OLA (96%).

Key Transfer Findings

Transfer Expectations

Eighty-six percent of transfer students were either "very satisfied" or "satisfied" with their overall transfer experience.

Twelve percent of respondents who expected to transfer credits reported being unable to transfer some or all of their credits.

The most common reason for not receiving the expected transfer credits, mentioned by 46 percent of transfer students, was that the original courses or program were not designed for transfer to the receiving institution.

Distribution of Transfer Issues

Eleven percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credit they expected, compared to 18 percent of those who entered university colleges, 15 percent of those who transferred to colleges, and 14 percent of those who transferred to institutes and OLA. However, due to the volume of students transferring from the college and institute system to universities, universities accounted for 73 percent of all respondents whose transfer expectations were not met.

Respondents transferring from colleges to universities accounted for two-thirds of all respondents who expected to transfer credits to their new institution.

There is a high degree of concentration in the distribution of respondents who did not receive all of their expected transfer credits across sending and receiving institutions; transfers between the four top sending institutions (Kwantlen University College, Capilano College, Douglas College and Langara College) and the three top receiving institutions (University of British Columbia, Simon Fraser University, and the University of Victoria), accounted for 44 percent of all respondents whose transfer expectations were not met. This concentration of respondents who did not receive their expected transfer outcome reflects the volume of respondents exiting and entering these institutions, rather than a tendency for respondents to not be granted credit by these institutions.

Knowledge

There is a clear relationship between successful transfer and obtaining information about how courses transfer; respondents who received all of their expected transfer credits were more likely than others to base their expectations on "a lot" of information about the transfer system.

Acknowledgements

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I am also very grateful to members of the BCCAT Research Committee and the OWG Communications Committee for the extensive and valuable comments they provided on an earlier draft of this report. Thanks are also extended to Lori McElroy, Ming Kang and Carrie Gross of CEISS for their work on this project.

Finally, I thank the students who took the time to respond to the survey and to provide us with this valuable information.

1 INTRODUCTION

The British Columbia Council on Admissions and Transfer (the Council) commissioned this report to investigate the admissions and transfer-related experiences of former students who had attended a BC college, institute, university college, or the Open Learning Agency (OLA). Admissions and transfer issues are complex and need to be examined from the perspective of all players involved: the institutions, students and the overall system. This study provides a valuable opportunity to learn more about how the system is viewed by its users, the students. It adds to a body of research sponsored by the Council looking at transfer issues from the students' perspective and complements other Council research examining similar issues from other perspectives.

1.A REPORT OBJECTIVES

In keeping with the mandate of the Council, the report focuses on admissions and transfer issues within the BC public, post-secondary education system.

On the admissions side, the report draws a picture of the direction and magnitude of student flows between institutions. It also assesses the extent to which students are able to implement the educational plan of their choice. That is, it addresses the issue of whether individual institutions, and the overall public, post-secondary system, are able to meet student demand for access to institutions, programs and courses.

This information is needed because existing administrative information systems are very limited in their ability to track student flows between institutions. In the absence of comprehensive administrative data regarding student flows, it has been difficult to understand which types of students transfer to which types of institutions and the extent to which demand for education from students continuing their studies is being met by the system.

On the transfer side, the report builds a profile of students who expect to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations are concentrated. It also assesses the impact of student knowledge of the transfer system on transfer success and students' overall satisfaction with their recent transfer experience.

1.B ABOUT THE SURVEY

The analysis is based on data collected through the 2000 BC College and Institute Student Outcomes Survey.[2] This annual survey contacts former students between nine and 20 months after leaving their program of study at a BC college, institute, university college, or the OLA. **This report draws on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies during the period between when they left their original program**

[2] The BC College and Institute Student Outcomes Project is overseen by the BC Outcomes Working Group (OWG), managed by the Centre for Education Information, and jointly funded by the Ministry of Advanced Education, Training and Technology, and the participating institutions. The BC Council on Admissions and Transfer is represented on the OWG.

and the survey interview.[3] The report provides information about students who transferred from the college and institute system to any type of further studies, but not about former students who left a BC university or private training institution.

Former students were included in the survey if they left their original program of study at some point between July 1, 1998 and June 30, 1999; interviews took place during the spring and early summer of 2000.[4] In all, 21 institutions, representing almost 35,000 former students, participated in the survey. The participating institutions and corresponding response rates are presented in the table below. In total, 20,468 out of a possible 34,934 former students responded to the survey, for a response rate of 59 percent. Response rates varied from a low of 52 percent for Emily Carr Institute of Art and Design and Camosun, to a high of 64 percent for the College of the Rockies, the College of New Caledonia, and the Open Learning Agency.

Table 1.A
Year 2000 BC College and Institute Student Outcomes Survey
Response Rates, By Sending Institution

Institution Name	Respondents	Total Former Student Population	Response Rate
BC Institute of Technology	2,461	4,026	61%
Camosun College	2,003	3,819	52%
Capilano College	1,237	1,977	63%
University College of the Cariboo	1,213	2,029	60%
College of New Caledonia	763	1,196	64%
College of the Rockies	280	440	64%
Douglas College	1,280	2,330	55%
Emily Carr Institute of Art and Design	61	118	52%
University College of the Fraser Valley	767	1,267	61%
Justice Institute of BC	231	378	61%
Kwantlen University College	2,261	3,683	61%
Langara College	1,123	1,995	56%
Malaspina University-College	1,244	2,094	59%
North Island College	657	1,133	58%
Northern Lights College	294	472	63%
Nicola Valley Institute of Technology	19	35	54%
Northwest Community College	370	632	59%
Okanagan University College	1,499	2,686	56%
Open Learning Agency	254	398	64%
Selkirk College	651	1,092	60%
Vancouver Community College	1,800	3,134	57%
All Institutions	**20,468**	**34,934**	**59%**

Notes:
1) Former Adult Basic Education students were surveyed and are included in this table. However, their responses are not included in the report.
2) Former students from the Institute of Indigenous Government, a relatively new and small institution, are not included in the survey at this time.

[3] See Appendix 1 for survey questions.
[4] Appendix 2 provides the specific criteria for inclusion in the study population.

A few points about the study population are central to understanding the findings of this report. Former students from Applied programs, Arts and Sciences programs, and Adult Basic Education (ABE) were included in the survey. However, because ABE is a secondary level program and different conditions apply to ABE students when they try to transfer credits to post-secondary institutions, these respondents have been excluded from this study. This report presents the survey results for former students of Applied and Arts and Sciences programs only.

In the case of Applied programs, former students were included in the survey if they had completed, or almost completed (75%-100% of requirements), their program of study at one of BC's public colleges, institutes, university colleges, or OLA. Early leavers and those entering Applied programs in the BC system for the first time were not surveyed and are not part of this study.[5]

With respect to Arts and Sciences programs, the cohort definition is much more inclusive. Arts and Sciences students were surveyed if they had completed 24 or more credits and were no longer registered in Arts and Sciences at their institution.[6] The Arts and Sciences cohort, thus, contains students with a wide range of exposure to the system, from those with the minimum 24 credits, to those who had completed a degree.

Students from both Applied and Arts and Sciences programs were included in the study cohort only if they were no longer enrolled in that program at their institution. Those who continued their studies at the same institution in a different program were surveyed about their experiences in their original program. Thus, the report provides admissions information for students who continued their studies in a different program at the same institution, as well as for those who transferred to another institution for further studies.

Finally, the survey is designed so that the admissions and transfer questions are asked only of those students who reported that they were either studying at the time of the interview, or that they had studied at some point between leaving their original program and the interview. Feedback was not obtained from students who may have tried unsuccessfully to continue their education.

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[5] University colleges did not use a consistent approach in deciding how much of an upper division applied degree program had to be completed before a student was included in the survey. See Appendix 2 for details.

[6] There is one exception to the 24-credit rule for inclusion in the Arts and Sciences cohort. Some university colleges offer Arts and Sciences programs where a diploma granted for the first two years of study is a pre-requisite for studies at the third and fourth year level. Examples include some journalism and tourism programs. For this type of program, students were surveyed when they completed their diploma, even if they continued on to further studies at the 3rd and 4th year level in the same program at the same institution.

1.C LIMITATIONS OF THIS ANALYSIS

Tables presenting the number of respondents as well as the percentage of respondents are found throughout the report. It must be emphasized that the "N" values presented do not reflect the actual number of students entering and transferring between institutions, but rather the number of former students who responded to the survey. The actual number of students will be higher for the following reasons:

Non-response:

- 40 percent of former Applied and Arts and Sciences students who were included in the study population did not respond to the survey;

Questionnaire skip patterns:

- the questionnaire is not designed to ask admissions and transfer questions of respondents who may have tried, but failed to gain access to further studies;

Study population:

- the study population does not include all programs of study at BC colleges, institutes and university colleges (e.g., Adult Special Education, English as a Second Language);
- the study population does not include Applied program students who left their programs prior to completion or near completion, or Arts and Sciences students who left prior to completion of 24 credits;
- the study population does not include those who transferred from universities;
- the study population does not include those who entered from outside the BC public, post-secondary system.

As with any survey research, there is always the possibility of bias. Two types of bias are explained below.

Response bias is bias introduced by respondents' misinterpretation of a survey question, or interpreting the survey question differently than was intended. Response bias can also occur when respondents deliberately slant their answers. Bias is introduced when respondents' answers differ in a systematic (non-random) way from how respondents actually feel about the issue in question. Given the nature of the questions asked, it is unlikely that respondents would be motivated to not respond truthfully.

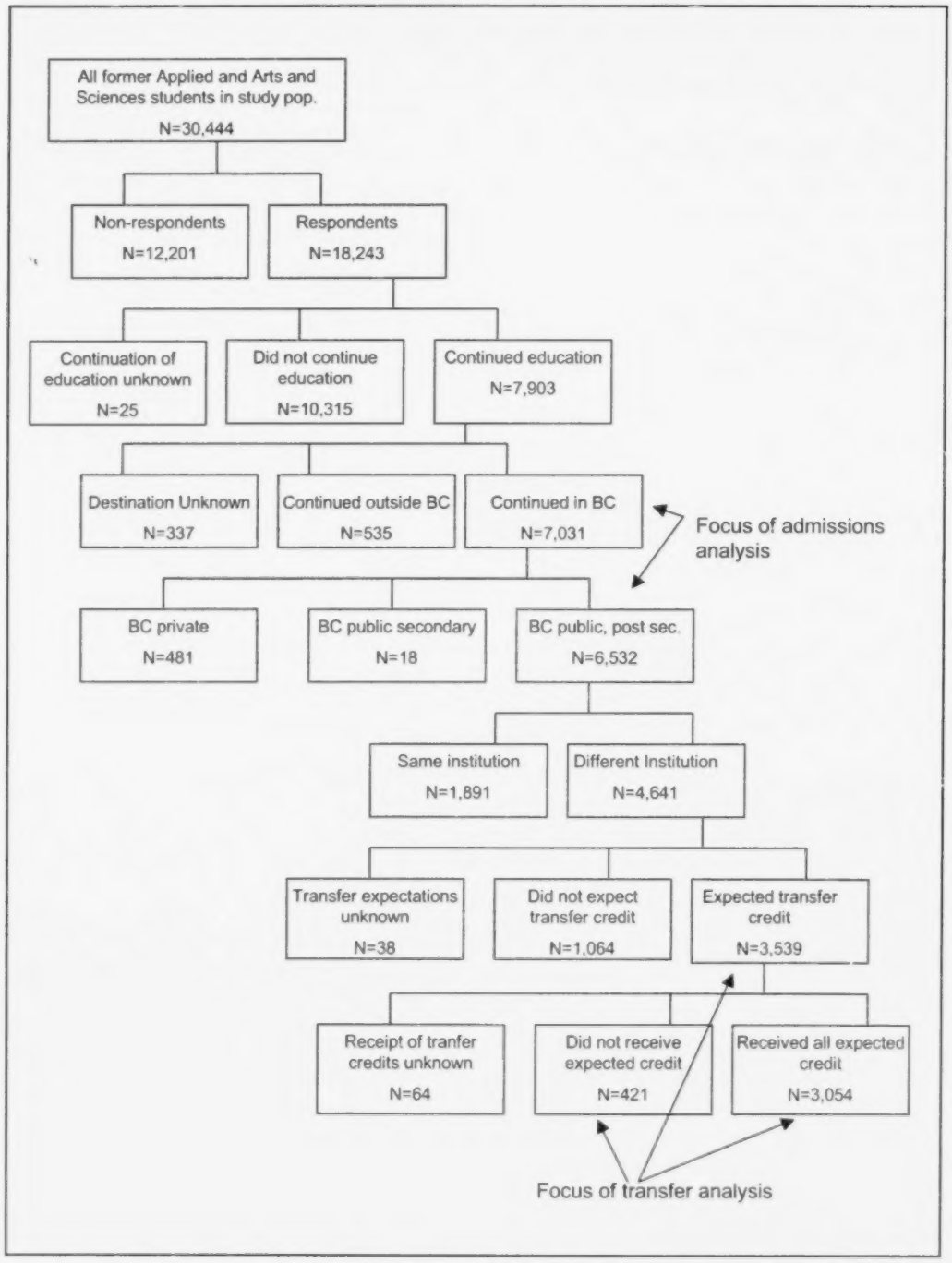
Non-response bias arises as a result of a failure to obtain responses from the entire survey population. This introduces bias in the results if the non-respondents differ in systematic ways from the respondents, and hence have different views than those expressed by respondents. This is a potential concern, given that 40 percent of the study population did not respond to the survey. However, analysis of non-response in previous survey years found only small differences between respondents and non-respondents in terms of key characteristics, such as program, gender, and age distribution.

1.D KEY COHORTS

Figure 1.A provides a schematic view of the different groups of former students whose admissions and transfer experiences are profiled in this report. Starting at the top, 30,444 former Arts and Sciences and Applied program students qualified for inclusion in the study population for the year 2000 BC College and Institute Student Outcomes Survey; of these, 18,243 responded to the telephone interview.

Through the survey questions, respondents can be further sub-divided into a number of groups: all those who continued their studies; those who continued in BC; those who continued in the BC public system; those who stayed at the same versus a different institution, those who expected to transfer credits from one institution to another; and those whose transfer expectations were met.

Figure 1.A: Key Cohorts For Admissions and Transfer Analysis



The Admissions analysis focuses on all students who continued their studies, and particularly on those who continued in the BC public, post-secondary system. The Transfer analysis focuses on students who continued their studies at a different institution in the BC public system with the expectation to transfer credits to their new institution. Throughout the report, segments of this flow chart are replicated to orient the reader to the particular group of students which forms the focus of a given analysis. The reader may wish to refer back to this flow chart to see how a given segment fits into the overall picture.

1.E ORGANIZATION OF THIS REPORT

The next chapter presents the admissions data. The transfer data are presented in Chapter III. There are also three appendices to the report:

- Appendix 1: Survey Questions;
- Appendix 2: Survey Cohort Definitions;
- Appendix 3: Glossary of Key Terms.

2 Admissions

The admissions chapter of this report is divided into two sections. The first section, titled *Who Goes Where?*, draws a picture of how former college, institute and university college students who continue their studies navigate through the post-secondary system, both within BC and outside BC. The second section, titled *Are Students Able To Implement Their Educational Plan of Choice?*, looks at whether the pattern of student flows reflects student choice. It does this by examining whether students who continued were able to access their institution, program and courses of choice.

2.A Who Goes Where?

Without administrative data to shed light on which types of students continue their studies and where they go, it is difficult for the education system to respond to the needs of students who continue. Input from respondents to the Year 2000 College and Institute Student Outcomes Survey provides a sense of where students originated and where they continued their studies. The destination of respondents' further studies is supplied through Question 12 on the Outcomes survey, which asks respondents the name of the institution at which they continued their studies (see Appendix 1 for precise wording). The sending institution is not collected as part of the survey; the sending institution for a given respondent is the institution that submitted his or her name for participation in the study (see Table 1.A).

Key Findings

- Overall, 43 percent of former students had taken or were currently taking further studies (Table 2.A).

Who?

- Continuers tended to be younger than their counterparts who do not continue.
- Females and males were equally likely to continue their studies.
- Almost three-quarters of Arts and Sciences students continued to further education (Table 2.A).
- Although respondents from Arts and Sciences programs were more likely to continue, Applied respondents out-numbered Arts and Sciences respondents in the study population by a ratio of more than 2 to 1. As such, the pool of respondents who continued their studies was comprised of equal proportions of respondents from Applied (50%) and Arts and Sciences (50%) programs (Table 2.A).
- Respondents from relatively large institutions located in the Lower Mainland were the most likely to continue their studies (Table 2.C).

Where?

Of respondents who continued their studies:

- 93 percent of respondents who reported the destination of their further studies stayed in BC, including 87 percent who continued in the BC public system (Table 2.E).
- One in 10 former Applied program students went to private educational institutions in Canada, mainly to study finance related disciplines (Table 2.F).

Of respondents who continued their studies in the BC public, post-secondary system:

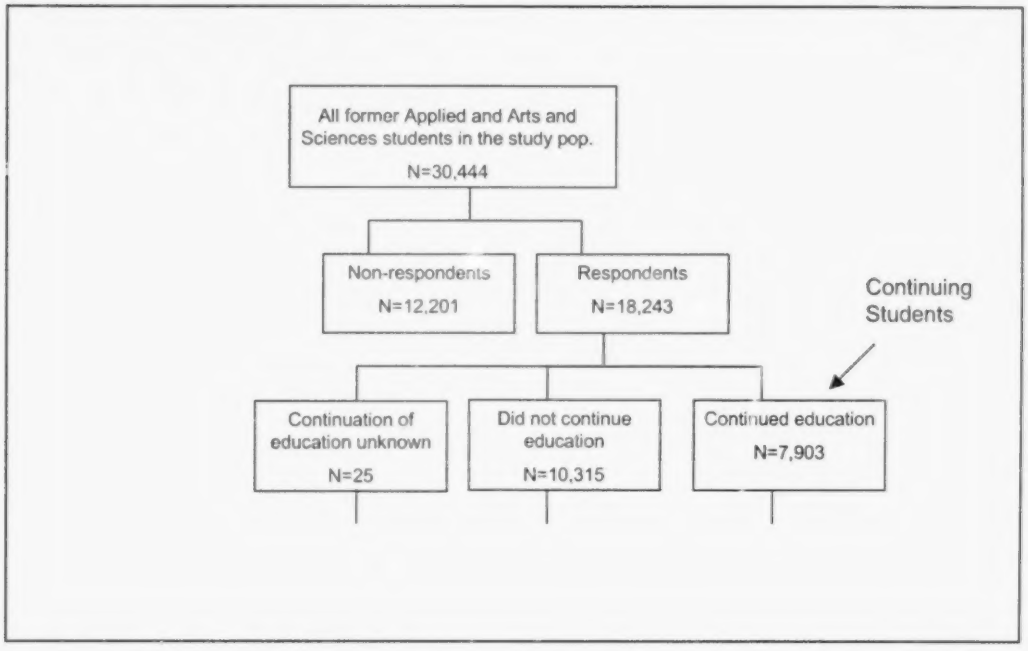
- 71 percent transferred to a different institution and the remaining 29 percent started a different program at their original institution (Table 2.G).
- 12 percent originated at a university college and stayed at the same institution to pursue their further studies (Table 2.G).
- 29 percent transferred from a college to a university (figure not in a table – 1,921/6,532).
- Universities received 65 percent of those who transferred to another institution (Table 2.J).
- Three universities received 60 percent of all students continuing at a different institution: the University of British Columbia (25%), Simon Fraser University (20%), and the University of Victoria (15%) (Table 2.K).

2.A.1 Profile of Continuing Students

Continuing students include all students who had taken or were currently taking further studies at the time of the interview, regardless of where they went for further education. A combination of survey questions 1 and 3 were used to identify students who were still studying at the same institution. Question 9E identified those who were currently studying at a different institution, and Question 10 identified respondents who had studied at some point since taking their last course at their sending institution (Appendix 1).

Overall, 43 percent (7,903 / 18,218) of respondents were either continuing their studies, or had continued their studies since completing or leaving their program at their institution.

Figure 2.A: Continuing Students



There were some differences between respondents who continued and those who did not. Those who continued tended to be younger; the average age for respondents who went on to further studies was 26, compared to 30 for those who did not continue. Males and females were equally likely to continue; with females comprising 55 percent of the cohort of respondents who did not continue their studies and about 56 percent of those who did continue their studies.

Table 2.A presents the number and percentage of respondents who continued by the type of program respondents left. The portion that continued varied considerably across the types of programs. A much greater proportion of Arts and Sciences respondents (72%) continued than did respondents from Applied programs (31%).

The very large proportion of Arts and Sciences respondents who went on to further studies reflects the fact that Arts and Sciences students were surveyed after completing

24 or more credits (less than one year of study). The vast majority of Applied respondents (97%) were originally enrolled in vocational or diploma programs and were surveyed only if they completed all or approximately 75 percent of their program requirements.

Table 2.A
Percentage of Respondents Who Continued Their Studies, By Program

	# of Continuers (A)	# of Respondents (B)	% Who continued in each program (A/B)	Distribution of continuers across programs (A/(sum A))
Applied Programs	**3,916**	**12,687**	**31%**	**50%**
Agriculture, Nat. Resources & Sci. Tech	163	566	29	2
Business and Management	1,385	3,345	41	18
Communications	20	142	14	0
Computer and Information Sciences	116	423	27	1
Construction and Precision Production	223	899	25	3
Education and Library Sciences	167	580	29	2
Engineering, Electrical and Electronics	328	940	35	4
Health Related	113	583	19	1
Legal and Social	371	1,003	37	5
Mechanical and Related	181	932	19	2
Nursing	280	1,194	23	4
Rec., Tourism, Hospitality & Service	221	1,148	19	3
Transportation	43	210	20	1
Visual, Performing and Fine Arts	305	722	42	4
Arts and Sciences Programs	**3,987**	**5,531**	**72%**	**50%**
Grand Total All Respondents	**7,903**	**18,218**	**43%**	**100%**

Note: 25 respondents did not answer the question about further education.

The overall continuation rate for former Applied program respondents was 31 percent. Table 2.A shows that this rate varied considerably depending on the type of Applied program, and was highest for programs in the areas of Visual, Performing and Fine Arts (42%), Business and Management (41%), Legal and Social Studies (37%), and Engineering, Electrical and Electronics (35%). Applied program respondents who completed longer programs were more likely to continue than those who completed relatively short programs (Table 2.B).

Although respondents from Arts and Sciences programs were more likely to continue than Applied program respondents (72% vs. 31%), Applied respondents out-numbered Arts and Sciences respondents in the respondent population by a ratio of more than two to one (12,687 to 5,531, Table 2.A). As such, the pool of respondents who continued their studies was comprised of equal proportions of respondents from Applied (50%) and Arts and Sciences (50%) programs (Table 2.A).

Table 2.B
Percentage of All Respondents Who Continued Their Studies, By Program and Program Length

	# of Continuers (A)	# of Respondents (B)	% Who Continued (A/B)	Distribution of continuers across program durations (A/(sum A))
Applied Programs	**3,916**	**12,687**	**31%**	**50%**
0-6 months	289	1,666	17	4
7-12 months	1,215	5,016	24	15
13-36 months	2,119	5,192	41	27
Upper division	293	813	36	4
Arts and Sciences Programs	**3,987**	**5,531**	**72%**	**50%**
Grand Total All Programs	**7,903**	**18,218**	**43%**	**100%**

Note: 25 respondents did not answer the question about further education.

Among institutions, there was a great deal of variation in the proportion of former students who continued their education (Table 2.C). For instance, on average 45 percent of respondents from colleges continued their studies; however, this figure varied from a low of 21 percent at Vancouver Community College, to a high of 70 percent at Langara college. The mix of programs offered by different institutions likely accounts for much of the variation between institutions in the proportion of respondents who continued their studies.

Some of the difference in the continuation rate of Arts and Sciences respondents between colleges (79%) and university colleges (66%) is explained by the fact that all Arts and Sciences respondents from colleges are lower division students. A high proportion of lower division students transfer to degree granting institutions to complete their degrees. Those studying Arts and Sciences at university colleges can remain in the same institution to study at the upper division level.

Table 2.C

Percentage of All Former Respondents Who Continued Their Studies, By Institution and

Institution Type	Applied Programs			Arts & Sciences Programs			All Pr	
	# of continuers (A)	# of resp (B)	% who continued (A/B)	# of continuers (A)	# of resp (B)	% who continued (A/B)	# of continuers (A)	#
Colleges	**1,779**	**6,132**	**29%**	**2,243**	**2,855**	**79%**	**4,022**	**8,**
Camosun College	365	1,127	32	369	447	83	734	1,
Capilano College	234	622	38	460	565	81	694	1,
College of New Caledonia	92	389	24	140	194	72	232	
College of the Rockies	52	232	22	NA	NA	NA	54	
Douglas College	309	669	46	404	521	78	713	1,
Langara College	140	330	42	620	754	82	960	1,
North Island College	82	425	19	75	109	69	157	
Northern Lights College	62	264	23	NA	NA	NA	71	
North West Community College	44	175	25	68	114	60	112	
Selkirk College	96	457	21	96	1337	70	192	
Vancouver Community College	303	1,442	21	NA	NA	NA	303	1,
Institutes	**908**	**2,957**	**31%**	**NA**	**NA**	**NA**	**925**	**3,**
BCIT	788	2,457	32	NA	NA	NA	788	2,
Emily Carr Inst. of Art and Design	NA	NA	NA	NA	NA	NA	NA	
Justice Institute	29	229	13	NA	NA	NA	29	
Nicola Valley Inst. of Technology	NA	NA	NA	NA	NA	NA	NA	
Open Learning Agency	77	209	37	NA	NA	NA	92	
University Colleges	**1,229**	**3,977**	**34%**	**1,727**	**2,631**	**66%**	**2,956**	**6,**
University College of the Cariboo	203	708	29	186	329	57	389	1,
University College of the Fraser Valley	111	310	36	244	384	64	355	
Kwantlen University College	553	1,186	47	733	1,020	72	1,286	2,
Malaspina-University College	184	697	26	205	347	59	389	1,
Okanagan University College	178	697	26	359	551	65	537	1,
All Institutions	**3,916**	**12,687**	**31%**	**3,987**	**5,531**	**72%**	**7,903**	**18**

Note 1: "Resp" stands for "Respondents" in the column labels.

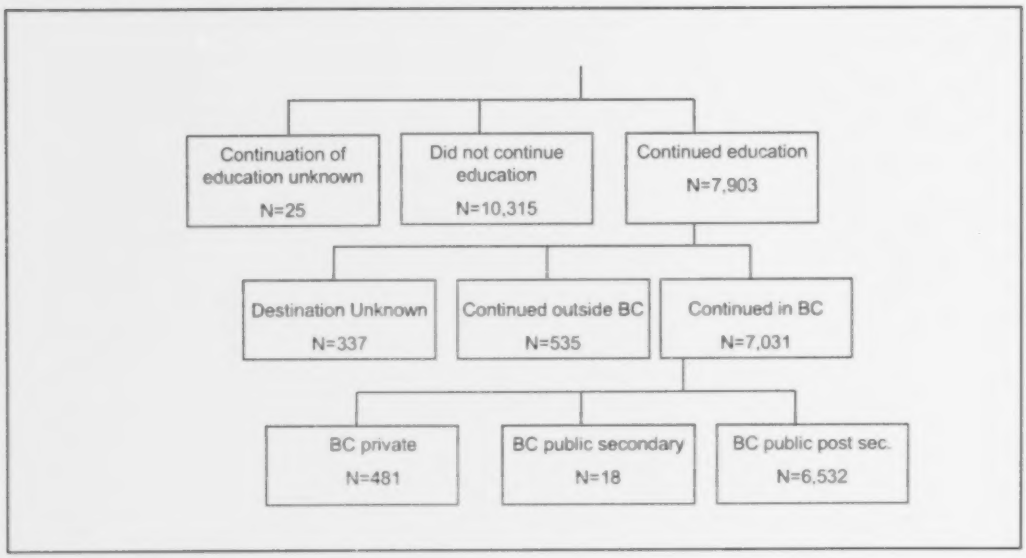
Note 2: 25 respondents did not answer the question about further education.

Note 3: NA denotes data have been suppressed where fewer than 20 respondents continued, however, subtotals and totals includ corresponding group.

2.A.2 Where Do Students Go For Further Education?

This section looks at four groups of students: those who left BC to pursue further studies; those who stayed in the province; those who stayed in the BC public system (secondary or post-secondary); and those who continued their studies in the BC private system.

Figure 2.B: Where Students Continued their Studies



The vast majority (93%) of respondents who reported the destination of their further studies, continued in BC; six percent transferred to another province in Canada and about one percent continued their studies outside Canada (Table 2.D). Although the tendency to stay within the province is clear, it is likely that the estimate for students leaving the province for further studies is conservative. The data were collected through a telephone interview and it is difficult to trace and contact former students who have left the province.

Table 2.D
Where Respondents Continue Their Studies

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
BC	3,425	93%	3,606	93%	7,031	93%
Rest of Canada	220	6	249	6	469	6
Outside Canada	35	1	31	1	66	1
All Known Destinations	3,680	100%	3,886	100%	7,566	100%
Unknown Destinations	236		101		337	

Eighty-seven percent of those who continued their studies stayed in the BC public system (Table 2.E); this includes 18 respondents who went to the BC secondary system. When those who continued their studies at public institutions in the rest of Canada are

added, 93 percent stayed in the Canadian public education system. A higher portion of respondents from Applied programs continued their studies in the Canadian private system (10%), than did respondents from Arts and Sciences (4%).

Table 2.E
Where Respondents Continued Their Studies, By Location and Education Sector

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
British Columbia						
Public	3,096	84%	3,454	89%	6,550	87%
Private	329	9	152	4	481	6
Rest of Canada						
Public	195	5%	239	6%	434	6%
Private	25	1	10	0	35	0
Outside Canada						
Public and Private	35	1%	31	1%	66	1%
All Known Destinations	**3,680**	**100%**	**3,886**	**100%**	**7,566**	**100%**
Unknown Destinations	236		101		337	

Respondents entering the BC private system went to a variety of different institutions (Table 2.F). Popular choices for respondents from Applied programs were institutions offering professional accreditation in finance related disciplines, such as accounting and financial planning / management. Those entering from Arts and Sciences programs tended to be more broadly distributed across the private system.

Table 2.F

Top BC Private Receiving Institutions, By Type of Sending Program

Sending Program Receiving Private Institution	# who transferred to institution (A)	# who continued in private system (B)	% who continued in private institution (A/B)
Applied Programs			
Certified General Accountants Association of BC	95	329	29%
Miscellaneous and Unspecified	44	329	13
Canadian Securities Institute	34	329	10
Institute of Chartered Accountants of BC	25	329	8
Certified Management Accountants of BC	24	329	7
Vancouver Film School	16	329	5
Canadian Institute of Financial Planning	10	329	3
Trinity Western University	9	329	3
Sprott-Shaw Community College	9	329	3
Career Development Institute	9	329	3
Arts and Sciences Programs			
Miscellaneous and Unspecified	29	152	19%
Trinity Western University	19	152	13
Westcoast College of Massage Therapy	15	152	10
Vancouver Film School	9	152	6
Certified General Accountants Association of BC	8	152	5
Sprott-Shaw Community College	7	152	5
Compu-College School of Business	7	152	5
Centre for Digital Imaging and Sound	7	152	5
Canadian Securities Institute	5	152	3
Career Development Institute	5	152	3
All Programs			
Certified General Accountants Association of BC	103	481	21%
Miscellaneous and Unspecified	73	481	15
Canadian Securities Institute	39	481	8
Trinity Western University	28	481	6
Certified Management Accountants of BC	26	481	5
Vancouver Film School	25	481	5
Institute of Chartered Accountants of BC	25	481	5
Westcoast College of Massage Therapy	19	481	4
Sprott-Shaw Community College	16	481	3
Career Development Institute	15	481	3

Note: The destinations for 15 percent of respondents entering the private system have been coded as "miscellaneous" due to the enormous variety of institutions reported by respondents. Examples of receiving institutions in this category include: Saint John Ambulance, the Canadian Tourism College, the Hair Art Academy, and the School of Evangelism.

2.A.3 Where Do Students Continue their Studies Within the BC Public System?

Eighty-six percent of those who continued their studies, and whose destination is known, remained in the BC public, post-secondary system. Because tracking these students falls within the mandate of the Council, much of the admissions analysis that follows focuses on the responses of this group of 6,532 respondents.

Figure 2.C: Continuing at the Same or a Different Institution

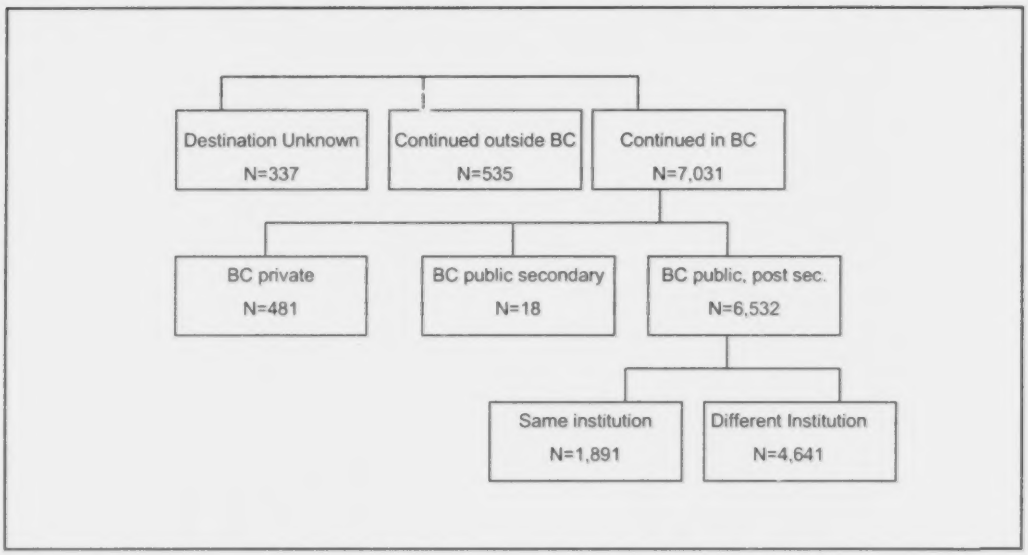


Table 2.G shows the percentage distribution of all respondents who continued in the BC public, post secondary system across sending and receiving institutions types. Just over half (52%) originated at colleges, 37 percent at university colleges, and the remaining 11 percent came from institutes and OLA. From a receiving institution perspective, respondents who continued their studies are classified into two groups: those who continued at a different institution (71%) and those who stayed at the same institution (29%).

Respondents from colleges were more likely to transfer to a different institution than were those from university colleges. Eighty-one percent (2,765/3,411) of college respondents who continued their studies did so at a different institution, compared to 68 percent (1,629/2,411) of university college respondents. The tendency for college students to transfer to a different institution is likely explained by the fact that colleges do not offer upper division level Arts and Sciences courses. University college students can remain in the same institution to study at the upper division level.

Table 2.G
Where Respondents Continued Their Studies in the BC Public, Post-Secondary System, By Type of Sending and Receiving Institution

	Receiving Institution					
	Same		Different		All	
Sending Institution Type	# of respondents	% of all respondents	# of respondents	% of all respondents	# of respondents	% of all respondents
Colleges	646	10%	2,765	42%	3,411	52%
Institutes and OLA	463	7	247	4	710	11
University Colleges	782	12	1,629	25	2,411	37
All Sending Institutions	1,891	29%	4,641	71%	6,532	100%

Staying at Same Institution

This section focuses on the 29 percent of respondents (N=1,891) who continued their studies at the same institution. Forty one percent of the respondents continuing at the same institution (782 / 1,891, Table 2.G) stayed at their university college; college respondents comprised a third of respondents staying at the same institution for further studies, and institutes and OLA made up the remaining 24 percent.

Within each institution type grouping there was a great deal of variation in the percentage of respondents who stayed at the same institution for further studies (Table 2.H). The percentage of respondents who stayed at the same college ranged from a low of two percent at Douglas College to a high of 75 percent at Northern Lights College.

There was less variation between university colleges in the percentage of respondents who stayed at the same institution for further studies. With the exception of Kwantlen, between 39 and 48 percent of respondents who studied at a university college stayed at the same university college for further studies. Kwantlen's relatively new status as a university college is reflected in its lower rate of students staying on for further studies (19%). Compared to other university colleges, Kwantlen has relatively few upper division course offerings at this point.

Table 2.H
Respondents in the BC Public, Post-Secondary System who Continued at the Same Institution, by Institution

Sending Institution	# who continued at same institution (A)	# who continued at same or different institution (B)	% of institution continuing respondents who continued at same institution (A/B)
Colleges	**646**	**3,411**	**19%**
Camosun College	165	626	26
Capilano College	137	622	22
College of New Caledonia	34	195	17
College of the Rockies	19	31	61
Douglas College	14	603	2
Langara College	62	686	9
North Island College	30	126	24
Northern Lights College	43	57	75
North West Community College	6	91	7
Selkirk College	27	127	21
Vancouver Community College	109	247	44
Institutes and OLA	**463**	**710**	**65%**
BCIT	430	608	71
Emily Carr Institute of Art and Design	NA	NA	NA
Justice Institute	5	22	23
Nicola Valley Institute of Technology	NA	NA	NA
Open Learning Agency	26	69	38
University Colleges	**782**	**2,411**	**32%**
University College of the Cariboo	118	305	39
University College of the Fraser Valley	142	295	48
Kwantlen University College	211	1,090	19
Malaspina University-College	122	311	39
Okanagan University College	189	410	46
Grand Total All Institutions	**1,891**	**6,532**	**29%**

Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies at the same institution, however, subtotals and totals include data from all institutions in the corresponding group.

The breakdown by type of program for respondents who stayed at the same institution is as one might expect (Table 2.I). Respondents from Applied programs were the most likely to stay at the same institution (43%), followed by Arts and Sciences respondents (16%); the finding that one in ten Arts and Sciences respondents from colleges remain at the same institution for further studies reflects the fact that academic programs are specifically designed to enable students to transfer their credits towards completion of an advanced degree at another institution.

Table 2.I
Respondents who Continued in the BC Public, Post-Secondary System at the Same Institution, By Program and Sending Institution Type

Program Type	Sending Institution Type	# who continued at same institution (A)	Total who continued their studies (B)	% who continued at same institution (A/B)
Applied		**1,326**	**3,081**	**43%**
	Colleges	454	1,427	32
	Institutes and OLA	456	695	66
	University Colleges	416	959	43
Arts and Science		**565**	**3,451**	**16%**
	Colleges	192	1,984	10
	Institutes and OLA	NA	NA	NA
	University Colleges	366	1,452	25
All Programs		**1,891**	**6,532**	**29%**
	Colleges	646	3,411	19
	Institutes and OLA	463	710	65
	University Colleges	782	2,411	32

Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

Moving to a Different Institution

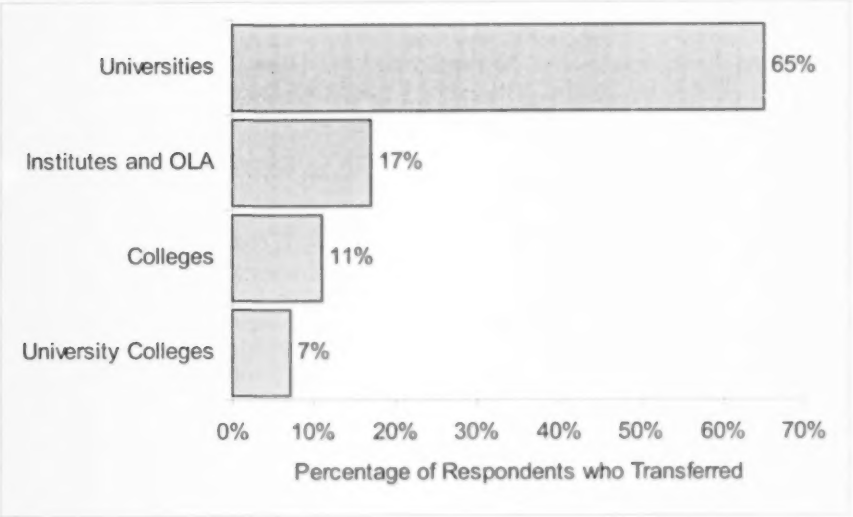
Seventy-one percent of respondents who continued their studies (N=4,641) did so at a different institution. Of these respondents, 60 percent originated at colleges (Table 2.J). The largest flow of students between institution types was for students transferring from colleges to universities; these respondents accounted for 41 percent of all respondents who transferred to a different institution; respondents from university colleges who transferred to universities made up a further 21 percent.

Table 2.J
Respondents Who Continued in the BC Public, Post-Secondary System at a Different Institution, By Type of Sending and Receiving Institution

	Receiving Institution Type									
	Colleges		Institutes and OLA		University Colleges		Universities		All Receiving Institutions	
Sending Institution Type	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.
Colleges	227	5%	439	9%	178	4%	1,921	41%	2,765	60
Institutes or OLA	53	1	43	1	39	1	112	2	247	5
University Colleges	242	5	326	7	98	2	963	21	1,629	35
All Sending Institutions	522	11%	808	17%	315	7%	2,996	65%	4,641	100%

Universities were by far the most likely destination for respondents transferring to a different institution, receiving 65 percent of all respondents who transferred. University colleges were the least likely destination for respondents from the college and institute system who went on to further studies at a different institution, accounting for seven percent.

Figure 2.D: Distribution of Respondents Who Transferred, By Receiving Institution Type



There was a high degree of concentration in the distribution of transfer students across individual receiving institutions; four institutions received 71 percent of all transfer respondents (Table 2.K). Not surprisingly, the three top receiving institutions were universities: the University of British Columbia (25%), Simon Fraser University (20%) and the University of Victoria (15%). BCIT received the next largest flow of respondents to a single institution (11%).

Table 2.K
Respondents who Continued in the BC Public, Post-Secondary System at a Different Institution, By Receiving Institution

Receiving Institution	# of respondents who transferred to institution from a different institution	% of all respondents who continued at a different institution
Colleges	**522**	**11%**
Camosun College	52	1
Capilano College	77	2
College of New Caledonia	NA	NA
College of the Rockies	NA	NA
Douglas College	121	3
Langara College	120	3
North Island College	NA	NA
Northern Lights College	NA	NA
North West Community College	NA	NA
Selkirk College	NA	NA
Vancouver Community College	96	2
Institutes and OLA	**808**	**17%**
BCIT	496	11
Emily Carr Institute of Art and Design	60	1
Institute of Indigenous Government	NA	NA
Justice Institute	55	1
Nicola Valley Institute of Technology	NA	NA
Open Learning Agency	196	4
University Colleges	**315**	**7%**
University College of the Cariboo	49	1
University College of the Fraser Valley	72	2
Kwantlen University College	85	2
Malaspina University-College	58	1
Okanagan University College	51	1
Universities	**2,996**	**65%**
Royal Roads University	53	1
Simon Fraser University	905	20
Technical University of BC	NA	NA
University of British Columbia	1,171	25
University of Northern British Columbia	157	3
University of Victoria	706	15
Grand Total All Institutions	**4,641**	**100%**

Note: Data have been suppressed and marked NA where fewer than 20 respondents transferred to the institution, however, subtotals and totals include data from all institutions in the corresponding group.

As expected, Arts and Sciences respondents comprised well over half (2,886 / 4,641= 62%, Table 2.L) of the respondent population that continued their studies at a different institution. Arts and Sciences and Applied program students from colleges were more likely to continue their studies at different institutions than were students from the same types of programs who completed programs at university colleges, or institutes and OLA.

In fact, nine out of every ten Arts and Sciences respondents from colleges who continued their studies did so at a different institution (Table 2.L).

Table 2.L
Respondents who Continued in the BC Public, Post-Secondary System at a Different Institution, By Program and Sending Institution Type

Program Type / Sending Institution Type	# who continued at different institution (A)	Total who continued their studies (B)	% who continued at different institution (A/B)
Applied	**1,755**	**3,081**	**57%**
Colleges	973	1,427	68
Institutes and OLA	239	695	34
University Colleges	543	959	57
Arts and Science	**2,886**	**3,451**	**84%**
Colleges	1,792	1,984	90
Institutes and OLA	NA	NA	NA
University Colleges	1,086	1,452	75
All Programs	**4,641**	**6,532**	**71%**
Colleges	2,765	3,411	81
Institutes and OLA	247	710	35
University Colleges	1,629	2,411	68

Note: Data have been suppressed and marked NA where fewer than 20 continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

2.B ARE STUDENTS ABLE TO IMPLEMENT THEIR EDUCATIONAL PLAN OF CHOICE?

A key question to answer is to what extent the pattern of student flows between institutions described above reflects choices made by students. This section examines whether students were able to access the institutions, programs and courses of their choice. These are key indicators of the success of the overall post-secondary admissions system in meeting student demand.

The findings shed some light on the larger question of the ability of the BC post-secondary system to satisfy demand. However, the picture is incomplete because the access questions on the Outcomes survey are asked only of those former students who indicated they had continued their studies. Others, who may have applied for further studies without gaining access, were not asked this series of questions. Also, data are not available for many types of students who enter the BC public, post-secondary system, but are not included in the Outcomes study population, such as entrants from the K -12 system, the private system, other provinces, etc. (See "Limitations of this Analysis", Introduction).

This section is based on the survey results from questions 15H, 15I and 15J (see Appendix 1 for precise wording):

> Q15H: Of all the institutions you applied to after leaving [SENDING INSTITUTION], was [RECEIVING INSTITUTION] your first choice?

Q15I: At [RECEIVING INSTITUTION], were you accepted into your preferred program of studies?

Q15J: For the program of studies in which you were accepted, were you able to enroll in all the courses you desired during your first semester?

Key Findings

The study findings show that respondents who continued in the BC public system, in the same or a different institution, were very likely to access their institution, program and courses of choice.

- 91 percent got into their institution of choice (Table 2.M).
- 95 percent accessed their preferred program of study (Table 2.N).
- 86 percent got all the courses they wanted (Table 2.O).
- 5 percent were unable to get one of their first choices for courses.
- 9 percent were unable to get two or more of their first choices for courses.

2.B.1 Institution of Choice

In terms of getting their institution of choice, staying in BC and staying in the public system made a difference. Eighty-three percent of those who continued their studies outside BC were in their first choice of institution compared with 91 percent of those who continued in the BC public system. In addition, those who stayed in BC, but entered the private system, were less likely to be in their first choice of institution (82%).

Within the BC public system, some types of institutions were slightly more difficult to access than others. Regardless of the type of institution they left, respondents continuing their studies at the same institution or transferring to a university were more likely to say they were in their first choice institution than were respondents who transferred to a college, university college, or institute or OLA (Table 2.M). Respondents transferring from institutes, or OLA (77%) or from university colleges (79%), to colleges were less likely to be in their institution of choice, as were respondents transferring from institutes or OLA (79%) to university colleges.

Table 2.M
Respondents Who Got their First Choice of Institution, By Type of Sending and Receiving Institution

	# who got first choice of institution (A)	# who continued (B)	% who got first choice of institution (A / B)
From Colleges	**3,051**	**3,369**	**91%**
To: Same institution	563	624	90
Colleges	198	226	88
Institutes and OLA	371	435	85
University Colleges	142	176	81
Universities	1,777	1,908	93
From Institutes or OLA	**628**	**687**	**91%**
To: Same institution	417	442	94
Colleges	41	53	77
Institutes and OLA	37	42	88
University Colleges	31	39	79
Universities	102	111	92
From University Colleges	**2,165**	**2,380**	**91%**
To: Same institution	700	759	92
Colleges	212	242	79
Institutes and OLA	281	324	87
University Colleges	87	96	91
Universities	905	959	94
From All Institutions	**5,844**	**6,436**	**91%**
To: Same institution	1,680	1,825	92
Colleges	431	521	83
Institutes and OLA	689	801	86
University Colleges	260	311	84
Universities	2,784	2,978	93

Note: 96 respondents did not answer the question regarding first choice of institution.

2.B.2 Program of Choice

Only five percent of respondents who continued their studies were unable to access their preferred program of study. The rate at which respondents reported being in their preferred program was consistently high regardless of the type of institution students left or entered (Table 2.N).

However, those who accessed their institution of choice were slightly more likely to also get their program of choice. Ninety-five percent of those who were in the institution of their choice were also in the program of their choice, compared with 91 percent of those who did not get into the institution of their choice.

Table 2.N
Respondents Who Got Into Their Preferred Program,
By Type of Sending and Receiving Institution

	# who got preferred program (A)	# who continued (B)	% who got preferred program (A / B)
From Colleges	**3,173**	**3,353**	**95%**
to: Same institution	607	623	97
Colleges	211	226	93
Institutes and OLA	417	431	97
University Colleges	169	177	95
Universities	1,769	1,896	93
From Institutes and OLA	**653**	**674**	**97%**
to: Same institution	433	435	97
Colleges	49	50	98
Institutes and OLA	40	41	98
University Colleges	37	37	100
Universities	104	111	94
From University Colleges	**2,223**	**2,360**	**94%**
to: Same institution	727	758	96
Colleges	228	240	95
Institutes and OLA	307	318	97
University Colleges	89	94	95
Universities	872	950	92
From All Institutions	**6,049**	**6,387**	**95%**
to: Same institution	1,757	1,816	97
Colleges	488	516	95
Institutes and OLA	764	790	97
University Colleges	295	308	96
Universities	2,745	2,957	93

Note: 145 respondents did not answer the question regarding preferred program.

2.B.3 Courses of Choice

The vast majority (86%) of respondents were successful in getting all of the courses they wanted in their first semester (Table 2.O). A further five percent were unable to get one of their first choices of courses, and nine percent were unable to get two or more of their first choices. However, the rate at which respondents reported getting all of their courses varied substantially depending on the institution students entered.

Table 2.O helps identify where respondents were most and least likely to get all the courses they wanted. Among university colleges, respondents were least likely to get all of the courses they wanted at Kwantlen (68%), Malaspina (71%), and Fraser Valley (73%). Among universities, Simon Fraser had a relatively low rate of respondents receiving all of their courses (79%). On the college side, respondents at Capilano (66%) and Langara (66%) were least likely to get all of their courses of choice.

Table 2.0

Percentage Who Got their First Choice of Courses, By Receiving Institution

Receiving Institution	# who got all courses of choice (A)	# who continued their studies (B)	% who got all courses of choice (A/B)
Same Institution	**1,572**	**1,799**	**87%**
Colleges	**399**	**512**	**78%**
Camosun College	33	50	66
Capilano College	59	73	81
College of New Caledonia	NA	17	88
College of the Rockies	NA	NA	NA
Douglas College	88	120	73
Langara College	78	119	66
North Island College	NA	NA	NA
Northern Lights College	NA	NA	NA
North West Community College	NA	NA	NA
Selkirk College	NA	NA	NA
Vancouver Community College	92	94	98
Institutes and OLA	**747**	**782**	**96%**
BCIT	460	478	96
Emily Carr Institute of Art and Design	50	60	83
Institute of Indigenous Government	NA	NA	NA
Justice Institute	52	52	100
Nicola Valley Institute of Technology	NA	NA	NA
Open Learning Agency	184	191	96
University Colleges	**234**	**305**	**77%**
University College of the Cariboo	45	48	94
University College of the Fraser Valley	52	71	73
Kwantlen University College	55	81	68
Malaspina University-College	40	56	71
Okanagan University College	42	49	86
Universities	**2,519**	**2,953**	**85%**
Royal Roads University	53	53	100
Simon Fraser University	704	890	79
Technical University of BC	NA	NA	NA
University of British Columbia	1,006	1,159	87
University of Northern British Columbia	139	154	90
University of Victoria	613	693	88
Grand Total All Institutions	**5,471**	**6,351**	**86%**

Note: 181 respondents did not answer the question about whether they were able to enroll in all of their courses of their choice.

Note : Data have been suppressed and marked NA where fewer than 20 respondents continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

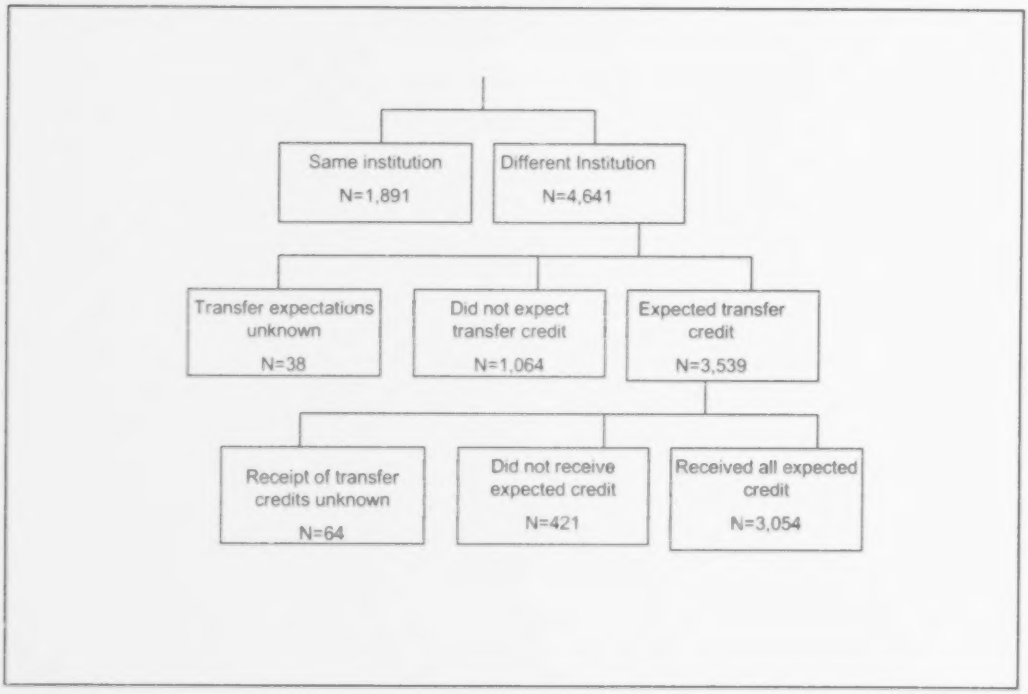
3 Transfer

The Transfer chapter of this report is divided into three sections. The first section, *Transfer Expectations*, presents a profile of respondents who expected to transfer credits to their new institution and reviews their feedback regarding issues encountered and overall satisfaction with their transfer experience. The next section, *Where Unmet Expectations Are Concentrated* looks at sending and receiving institutions to see both where there is a higher incidence of transfer issues and where in the system respondents who reported not realizing their transfer expectations were concentrated. The third and final section *Does Knowledge Help?* addresses questions related to how knowledge of the transfer system impacts the likelihood of transfer success.

3.A Transfer Expectations

The experiences of respondents who transferred to a different BC public institution with the expectation of transferring credits (N=3,539) are the focus of this section. These respondents have direct experience with the transfer system in BC and their feedback is extremely valuable to the development of a responsive and effective credit transfer system.

Figure 3.A: Respondents with Transfer Expectations



It is important to note that many of the results presented here reflect respondents' impressions of the effectiveness of the system. Some of the issues identified by

respondents may be "perceived" as problems, but may actually be reasonable transfer outcomes. These issues may best be addressed through targeted information campaigns aimed at educating students about what courses are and are not transferable within the system. The analysis in the next section of this chapter helps to identify where education campaigns might be directed to achieve the greatest overall benefit to the system.

Key Findings

Profile

- Respondents who expected to transfer credits tended to be:
  - transferring from a college;
  - transferring from Arts and Sciences programs;
  - transferring to a related program;
  - transferring to a university;
  - younger than respondents who did not expect to transfer credits.

Meeting Transfer Expectations

- 88 percent of respondents indicated they received the transfer credit they expected, with the remaining 12 percent indicating they did not receive all expected transfer credit.
- The extent of transfer issues appeared relatively minor; only one percent of respondents who expected to transfer credits did not receive any of the transfer credits they expected.
- The most common reason for not receiving expected transfer credits, mentioned by 46 percent of transfer respondents, was that the original courses or program were not designed for transfer to the receiving institution (Table 3.A).

Overall Satisfaction

- 86 percent of transfer respondents were "very satisfied" or "satisfied' with their overall transfer experience (Figure 3.B).
- Success in transferring credits was closely related to satisfaction; 12 percent of those who did not transfer the credits they expected were "very unsatisfied" with their overall transfer experience (Table 3.B).

3.A.1 Profile of Respondents with Expectations to Transfer Credits

Just over three quarters (77%) of respondents who transferred to a different institution expected to transfer credits (N=3,539). Responses to survey question 15K were used to identify respondents who expected to transfer credits from one institution to another (Appendix 1).

> Q15K: Did you expect to transfer credits from [SENDING INSTITUTION] to [RECEIVING INSTITUTION]?

Respondents who answered "yes" to question 15K were different from other respondents in the following ways:

- *Transferring from an Arts and Sciences program:* 85 percent of Arts and Sciences respondents expected to transfer credits, compared to 63 percent of Applied program students.
- *Transferring to a related program:* 90 percent of respondents with an expectation to transfer credits continued in fields they described as "very" or "somewhat" related to their previous studies; the comparable figure for those who did not expect to transfer credits was 62 percent.
- *Transferring from a college:* 82 percent of respondents transferring from colleges expected to transfer credits, compared to 74 percent of respondents from university colleges, and 44 percent of respondents from institutes and OLA.
- *Transferring to a university:* 92 percent of those transferring to a university expected to transfer credits.
- *Demographics:* Respondents who expected transfer credit were on average about 24 years of age, or about three years younger than those who did not expect transfer credit. Females comprised 60 percent of former Arts and Sciences respondents who expected to transfer credits and 57 percent of those who did not expect to transfer credits. Among Applied respondents, females were represented among those with transfer expectations (54%) in approximately the same proportion as those without transfer expectations (53%).

3.A.2 Meeting Transfer Expectations

Three survey questions form the basis for this portion of the analysis: questions 15N, 15P, and 15O (see Appendix 1 for precise wording):

> Q15N: Did you get the course transfer credit you expected?
>
> Q15P: Of the courses you expected to transfer, how many did not transfer?
>
> Q15O: What were the reasons you DID NOT get the transfer credit you expected?

The results of question 15N show that 88 percent of respondents indicated they received the transfer credit they expected, with the remaining 12 percent (N=417) indicating they

did not receive all expected transfer credit; this figure is three percentage points lower than the 1998 figure of 15 percent of respondents reporting transfer-related problems.[7]

Question Q15P helps to assess the extent of transfer issues reported by the 12 percent of respondents who said they did not get all the transfer credit they expected. It appears very few respondents' expectations went completely unmet; only about one percent of transfer respondents were unable to transfer any of their courses; five percent were unable to transfer one or two courses; three percent were unable to transfer between three and five courses; and the remaining three percent were unable to transfer six or more courses.

The reasons cited for not receiving expected transfer credits (Question 15O) make it clear that many cases of unmet expectations were related to poor knowledge of the transfer system. Close to half (46%) of the respondents who did not receive all of the transfer credits they expected said their "original courses or program was not designed for transfer" to their receiving institution. This finding may fall into the area of a "perceived" as opposed to a "real" problem. There will always be courses that are not transferable between institutions; the issue is that students need to be aware of this in order to ensure their expectations are met.

Three transcript studies examining why credits did not transfer from colleges to each of Simon Fraser University, the University of Victoria and the University of British Columbia[8] also found that attempts to transfer courses that were not intended for transfer accounted for the majority of failed credit transfers. The Simon Fraser report stated the primary reason for loss of credit on transfer is that the course was either not a university level course or it was clearly technical or vocational in nature.

Other reasons referenced by survey respondents for not receiving the transfer credit expected were much less frequently mentioned and are summarized in Table 3.A below.

---

[7] Note the 1998 transfer question wording is different from the year 2000 wording. In 1998, the question asked whether respondents had tried to transfer credits and then whether they had any problems. In 2000, the question asked whether students had expected to transfer credits and then whether they received all of the transfer credit they expected.

[8] The following reports are available at www.bccat.ca: *Transfer Credit Evaluation of Students Entering Simon Fraser University from BC Colleges during the Calendar Year 1998; BC College Transcript Evaluation: An Analysis of Students Entering UVIC, Winter 1998/99; Transfer Credit Assessment for BC College Transfer Students Admitted to the UBC in the 1997/98 Session.*

Table 3.A
Reasons for Not Receiving Transfer Credit

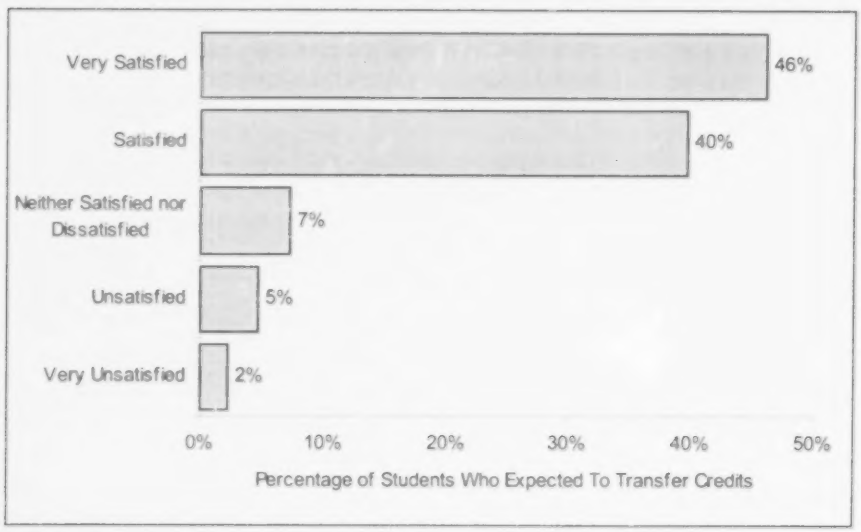
Reason For Not Receiving Transfer Credit	# who reported issue (A)	# with unmet transfer expectations (B)	% of respondents with unmet expectations who reported issue (A/B)
Original courses or program were not designed for transfer	178	385	46%
Did not know or understand transfer requirements	57	385	15
Courses transferred but could not all be used toward degree	50	385	13
Received unassigned credit when expected to receive specific credit	52	385	14
Received fewer transfer credits for a particular course than initially received (e.g., a 4 credit course only received 3 credits)	45	385	12
Completed more credits than allowed to transfer	14	385	4
Other	54	385	14

Note: 36 respondents did not answer the question about reasons for not receiving credit.

3.A.3 Overall Satisfaction

In response to question 15Q - How satisfied were you with your overall transfer experience? (see Appendix 1 for precise wording) - respondents expressed a very high level of satisfaction; 86 percent said they were "very satisfied" or "satisfied". Only seven percent were "unsatisfied" or "very unsatisfied" (Figure 3.B).

Figure 3.B: Respondents' Satisfaction with their Overall Transfer Experience



Ninety-one percent of respondents who received all expected transfer credits were "very satisfied" or "satisfied" with their overall transfer experience, compared to 50 percent of

those who did not receive all of their expected transfer credits (Table 3.B). Note that even among those who received all of their expected transfer credit, nine percent remained neutral or unsatisfied with their overall transfer experience.

Table 3.B
Satisfaction with Overall Transfer Experience,
By Whether Respondents' Transfer Expectations were Met

	Did not receive all expected transfer credit		Received all expected transfer credit		All respondents	
Transfer Satisfaction	#	%	#	%	#	%
Very satisfied	55	13%	1,547	51%	1,602	46%
Satisfied	156	37	1,210	40	1,366	40
Neither satisfied nor dissatisfied	83	20	166	5	249	7
Unsatisfied	74	18	86	3	160	5
Very unsatisfied	49	12	32	1	81	2
All respondents	417	100	3,041	100	3,458	100
Non-response	4		13		17	

3.B WHERE UNMET EXPECTATIONS ARE CONCENTRATED

This section looks at the distribution of respondents with unmet transfer expectations across the system. With limited resources, the Council and educational institutions need direction in terms of where their efforts would be most effectively targeted to achieve the greatest reduction in unmet transfer expectations.

While there were 3,054 respondents whose transfer expectations were met, there were only 421 respondents whose expectations were not met. The low number of respondents in the latter group limits the amount of detail in the analysis that follows.

Key Findings

- Respondents transferring to related programs were more likely to realize their transfer expectations (Table 3.H).

- Four sending institutions accounted for 60 percent of respondents who did not realize their transfer expectations: Kwantlen University College (20%), Capilano College (15%), Douglas College (14%), and Langara College (11%). This reflects the volume of respondents transferring from these institutions, rather than unusually high rates of respondents not meeting their transfer expectations (Table 3.D).

- The likelihood of not realizing transfer expectations was highest among respondents transferring to university colleges (18%). All five university colleges had higher than average incidences of respondents not receiving their expected transfer credits, especially Okanagan (26%) and Malaspina (22%). However, university colleges accounted for only a small percentage (9%) of all respondents who reported their transfer expectations were not met (Table 3.E).

- Among colleges, respondents entering Langara (21%) and Capilano (17%) were relatively more likely to not realize their transfer expectations, but together these respondents accounted for only four percent of all respondents who did not receive expected credits (Table 3.E).

- Eleven percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credit they expected, compared to 18 percent of those who entered university colleges, 15 percent of those who entered colleges, and 14 percent of those who transferred to institutes and OLA. However, due to the volume of students transferring from the college and institute system to universities, universities accounted for 73 percent of all respondents whose transfer expectations were not met (Table 3.E).

- Respondents who did not receive their expected credits were even more concentrated across receiving institutions than they were across sending institutions. Three institutions accounted for 66 percent of respondents who did not receive their expected transfer outcome: Simon Fraser University (27%), University of British Columbia (25%) and University of Victoria (14%). This relative concentration of respondents who did not receive their expected credits reflects the volume of respondents entering these institutions, rather than a tendency for these institutions to not grant credit (Table 3.E).

- Arts and Sciences students and Applied students in programs of 13-36 months duration accounted for 89 percent of respondents who did not receive their expected transfer credit.

Transfer is more of an issue for some types of institutions than others. Table 3.C shows the percentage of respondents whose transfer expectations were not met by the type of institution they left and the type they entered. It shows that students transferring from colleges (12%) or university colleges (12%) had roughly average likelihood of not receiving the transfer credit they expected. Respondents transferring from institutes and OLA were represented disproportionately among those whose expectations were not met; almost a quarter (24%) of these respondents did not receive all of the credit they expected. However, the volume of respondents transferring from institutes and OLA was low, accounting for only three percent of all respondents with transfer expectations and six percent of respondents with unrealized expectations.

Table 3.C
Percentage Distribution of Respondents with Transfer Expectations and Respondents with Unrealized Transfer Expectations, By Sending and Receiving Institution Type

	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations by sending / receiving combination (A/B)	% respondents with unmet expectations (A/(sumA))
From Colleges	**255**	**2,212**	**12%**	**61%**
to: Colleges	15	88	17	4
Institutes and OLA	29	175	17	7
University Colleges	19	128	15	5
Universities	192	1,821	11	46
From Institutes and OLA	**25**	**105**	**24%**	**6%**
to: Colleges	NA	NA	NA	NA
Institutes and OLA	NA	NA	NA	NA
University Colleges	NA	NA	NA	NA
Universities	12	66	18	3
From University Colleges	**141**	**1,158**	**12%**	**33%**
to: Colleges	11	106	10	3
Institutes and OLA	16	136	12	4
University Colleges	12	70	17	3
Universities	102	846	12	24
From All Institutions	**421**	**3,475**	**12%**	**100%**
to: Colleges	31	207	15	7
Institutes and OLA	47	325	14	11
University Colleges	37	210	18	9
Universities	306	2,733	11	73

Note: 64 respondents did not say whether they received their expected transfer credits.
Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all institutions in the corresponding group.

On the receiving side, it is notable that universities accounted for disproportionately fewer respondents who reported their transfer expectations were not met than all other types of receiving institutions. That is, 11 percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credit they expected, compared to 18 percent of those who entered university colleges, 15 percent of those who transferred to colleges, and 14 percent of those who transferred to

institutes and OLA. However, due to the volume of students transferring from the college and institute system to universities, universities received 73 percent of all respondents whose transfer expectations were not met.

The detailed breakdown by sending institution provided in Table 3.D helps to further pinpoint concentrations of respondents who reported not receiving their expected transfer credits. The last column shows the percentage distribution of all respondents who did not receive the transfer credits they expected across institutions. These percentages reflect, to a large extent, the distribution of transfer respondents across institutions. The first percentage column shows the percentage of transfer respondents from each institution who did not get the transfer credit they expected.

Comparing the last two columns of Table 3.D shows that institutions that tend to have higher percentages of respondents who did not receive their expected transfer credits (first percentage column) tend to produce relatively few transfer students with unmet transfer expectations (last percentage column). For instance, although respondents transferring from BCIT were relatively more likely to not receive their expected transfer credits (26%), BCIT accounted for only five percent of all respondents who did not receive all of their transfer credit. From the perspective of reducing the overall number of students with unmet transfer expectations, the issue at BCIT is therefore relatively minor.

Due to the relative volume of respondents transferring from different institutions, respondents who reported not receiving their expected transfer credits are quite concentrated. In fact, four sending institutions accounted for 60 percent of respondents who did not realize their transfer expectations: Kwantlen University College (20%), Capilano College (15%), Douglas College (14%), and Langara College (11%). This concentration of respondents who did not realize their expectations does not reflect poor performance on the part of these institutions, but reflects the volume of students from these institutions who had transfer expectations.

Table 3.D
Respondents Unable to Transfer Some or All Credits, By Sending Institution

Sending Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations by institution (A/B)	% respondents with unmet expectations (A/(sum A))
Colleges	**255**	**2,212**	**12%**	**61%**
Camosun College	27	385	7	6
Capilano College	64	400	16	15
College of New Caledonia	20	144	14	5
College of the Rockies	NA	NA	NA	NA
Douglas College	59	501	12	14
Langara College	48	531	9	11
North Island College	8	67	12	2
Northern Lights College	NA	NA	NA	NA
North West Community College	8	61	13	2
Selkirk College	12	80	15	3
Vancouver Community College	5	29	17	1
Institutes and OLA	**25**	**106**	**24%**	**6%**
BCIT	23	90	26	5
Emily Carr Institute of Art and Design	NA	NA	NA	NA
Justice Institute of BC	NA	NA	NA	NA
Nicola Valley Institute of Technology	NA	NA	NA	NA
Open Learning Agency	NA	NA	NA	NA
University Colleges	**141**	**1,158**	**12%**	**33%**
University College of the Cariboo	8	118	7	2
University College of the Fraser Valley	7	105	7	2
Kwantlen University College	84	643	13	20
Malaspina University-College	18	131	14	4
Okanagan University College	24	161	15	6
Grand Total All Institutions	**421**	**3,475**	**12%**	**100%**

Note: 64 respondents did not say whether they received their expected transfer credits.
Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all institutions in the corresponding group.

3.B.1 Receiving Institution

The results by individual receiving institution show that, with the exception of the University of Northern British Columbia (23%), respondents transferring to universities were less likely to report unmet transfer expectations than were respondents transferring to other institutions (Table 3.E). This is very encouraging given that 79 percent (2,733 / 3,475, Table 3.E) of all respondents who expected to transfer credits continued their studies at universities.

Table 3.E
Respondents Unable to Transfer Some or All Credits, By Receiving Institution

Receiving Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectation by inst. (A/B)	% respondents with unmet expectations (A/(sum A))
Colleges	**31**	**207**	**15%**	**7%**
Camosun College	5	30	14	1
Capilano College	5	24	17	1
College of New Caledonia	NA	NA	NA	NA
College of the Rockies	NA	NA	NA	NA
Douglas College	5	46	10	1
Langara College	12	46	21	3
North Island College	NA	NA	NA	NA
Northern Lights College	NA	NA	NA	NA
North West Community College	NA	NA	NA	NA
Selkirk College	NA	NA	NA	NA
Vancouver Community College	NA	NA	NA	NA
Institutes and OLA	**37**	**325**	**14%**	**11%**
BCIT	24	184	13	6
Emily Carr Institute of Art and Design	14	54	26	3
Justice Institute of BC	NA	NA	NA	NA
Nicola Valley Institute of Technology	NA	NA	NA	NA
Open Learning Agency	8	82	11	2
University Colleges	**37**	**210**	**18%**	**9%**
University College of the Cariboo	5	37	14	1
University College of the Fraser Valley	8	52	15	2
Kwantlen University College	8	54	15	2
Malaspina University-College	8	36	22	2
Okanagan University College	8	31	26	2
Universities	**306**	**2,733**	**11%**	**73%**
Royal Roads University	0	40	0	0
Simon Fraser University	112	877	13	27
University of British Columbia	104	1,060	10	25
University of Northern British Columbia	32	141	23	8
University of Victoria	50	648	9	14
Grand Total All Institutions	**421**	**3,475**	**12%**	**100%**

Note: 64 respondents did not say whether they received their expected transfer credits.
Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all institutions in the corresponding group.

The likelihood of not receiving the expected transfer outcome was highest when transferring to a university college (18%). Among the university colleges, Okanagan University College (26%), and Malaspina-University College (22%) had the highest incidence of respondents reporting they did not receive all the transfer credit they expected. However, university colleges accounted for only a small percentage (9%) of all respondents who reported their transfer expectations were not met.

Considering the distribution of respondents who did not receive their expected credits, respondents were even more concentrated across receiving institutions than they were

across sending institutions. Three institutions accounted for 66 percent of respondents who did not receive their expected transfer outcome: Simon Fraser University (27%), the University of British Columbia (25%) and the University of Victoria (14%). No other single institution had more than eight percent of all respondents whose transfer expectations were not met. As in the case of sending institutions, this concentration of respondents who did not receive their expected credits reflects the volume of respondents entering these institutions, rather than a tendency for respondents to not be granted credit by these institutions.

Transfers between the top four sending institutions, Kwantlen University College, Capilano College, Douglas College, and Langara College, and the three top receiving institutions, University of British Columbia, Simon Fraser University and the University of Victoria, accounted for 44 percent of all respondents whose transfer expectations were not met. Targeted information campaigns at these four sending institutions have the potential to reach a large audience and, thereby, reduce significantly the number of students with unmet transfer expectations in the future. Similarly, attention to articulation issues between these colleges and universities has the potential to yield large reductions in the volume of students reporting unmet transfer expectations.

3.B.2 Program of Transfer and Relatedness of Further Studies

Overall, respondents from Applied programs (14%) were more likely to report not realizing their transfer expectations than respondents from Arts and Sciences programs (11%) (Table 3.F). Among Applied programs, respondents from Agriculture, Natural Resources and Science Technology programs (33%) and those from Visual, Performing and Fine Arts programs (25%) were the most likely to report not receiving the transfer credit they expected.

A comparison of the last two columns of Table 3.F shows that programs that tend to have higher percentages of respondents with unmet expectations tend to produce relatively few transfer students. For instance, a third of Agriculture, Natural Resources and Science Technologies respondents reported not receiving their expected transfer credits, but these students accounted for only four percent of all respondents with unmet expectations.

Table 3.F
Respondents Unable to Transfer Some or All Credits, By Program Area

	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations, by program (A/B)	% respondents with unmet expectations (A/(sum A))
Applied Programs	**148**	**1,056**	**14%**	**35%**
Agriculture, Nat. Resources and Science Tech	17	52	33	4
Business and Management	56	402	14	13
Communications	NA	NA	NA	NA
Computer and Information Sciences	NA	NA	NA	NA
Construction and Precision Production	NA	NA	NA	NA
Education and Library Sciences	4	71	6	1
Engineering, Electrical and Electronics	4	84	5	1
Health Related	NA	NA	NA	NA
Legal and Social	13	119	11	3
Mechanical and Related	NA	NA	NA	NA
Nursing	12	125	10	3
Recreation, Tourism, Hospitality and Service	1	36	3	0
Transportation	NA	NA	NA	NA
Visual, Performing and Fine Arts	29	115	25	7
Arts and Sciences Programs	**273**	**2,419**	**11%**	**65%**
Grand Total All Programs	**421**	**3,475**	**12%**	**100%**

Note: 64 respondents did not say whether they received their expected transfer credits.
Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all programs in the corresponding group.

Respondents from Arts and Sciences programs were relatively less likely to report not receiving the transfer credit they had expected (11%), yet their high numbers mean that they accounted for about two-thirds of all respondents with unmet transfer expectations (65%) (Table 3.G). A further 24 percent of all respondents with unmet transfer expectations were from Applied programs of 13-36 months duration.

Table 3.G
Respondents Unable to Transfer Some or All Credits, By Program Type and Duration

	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations, by duration (A/B)	% of all respondents with unmet expectations (A/(sum A))
Applied Programs	**148**	**1,056**	**14%**	**35%**
0-6 months	NA	NA	NA	NA
7-12 months	24	163	15	6
13-36 months	102	759	13	24
Upper division	18	115	16	4
Arts and Sciences Programs	**273**	**2,419**	**11%**	**65%**
All Programs	**421**	**3,475**	**12%**	**100%**

Note: 64 respondents did not say whether they received their expected transfer credits.
Note: Data have been suppressed and marked NA where fewer than 20 respondents continued their studies with an expectation to transfer credits, however, subtotals and totals include data from all programs in the corresponding group.

Analysis of question 16 - How related to your [NAME OF PROGRAM] program at [SENDING INSTITUTION] were / are your further studies at [RECEIVING INSTITUTION]? (see Appendix 1 for precise wording) – shows that program relatedness has a positive impact on the likelihood of respondents reporting their expectations were met. Those who transferred to "very related" programs were less likely to report their transfer expectations were not met (10%) than were respondents who transferred to "somewhat"(15%), "not very" (17%) or "not at all" (18%) related programs. (Table 3.H).

Table 3.H
Respondents Whose Transfer Expectations were Met, By Relatedness of Further Studies

Relatedness of further study	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations (A/B)	% of all respondents with unmet expectations (A/(sum A))
Not at all related	26	147	18%	6%
Not very related	33	197	17	8
Somewhat related	177	1,201	15	42
Very related	185	1,921	10	44
All Respondents	421	3,466	12%	100%

Note: nine respondents who got all expected transfer credit did not answer the question about relatedness of further studies.

3.C Does Knowledge Help?

Given that close to half the respondents who did not receive their expected transfer credits said their original courses were not designed for transfer, knowledge of the system may have a role to play in successful transfer. This section looks at respondents' knowledge of the transfer system, and how knowledge impacts transfer success.

Key Findings

- There is a clear relationship between successful transfer and obtaining information about how courses transfer; respondents who received all of their expected transfer credits were more likely than those who reported not realizing their transfer expectations to base their expectations on "a lot" of information about the transfer system (Table 3.I).
- More students cited the BC Transfer Guide and other written documents, or counselors, student advisors and other college officials among their top two sources for transfer information than any other transfer information source (Table 3.J).

3.C.1 Amount of Information

Respondents who indicated an expectation to transfer credits were asked question 15L: Why did you expect to receive transfer credit? (see Appendix 1 for precise wording). Of those who indicated they based their expectations on "a lot" of information, seven percent did not realize their expectations; the comparable figure for those who "simply assumed" was 18 percent (Table 3.I).

Table 3.I
Amount of Information Upon Which Transfer Expectations Were Based, By Whether Respondents' Transfer Expectations Were Met

Amount of Information	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations (A/B)	% of all respondents with unmet expectations (A/(sum A))
A lot of information	124	1,735	7%	30%
Some information	163	1,008	16	39
Simply assumed	130	715	18	31
All Respondents	417	3,453	12%	100%

Note: four respondents who did not get all expected transfer credit did not answer the question about amount of information and 18 respondents who reported getting all of their transfer credits did not answer the question.

3.C.2 Type of Information

Question 15M asked respondents to name their two most important sources of information about the transfer credit they expected to receive (see Appendix 1 for precise wording). More students named the BC Transfer Guide and other written documents among their top two sources than any other source. Counselors and advisors were among the top two sources consulted by about half of respondents.[9]

Respondents' top transfer information sources did not appear to be related to the likelihood of receiving the expected transfer outcome. Those who successfully transferred their credits and those who did not were about equally likely to name each of four different sources of transfer information among their two most important sources (Table 3.J).

Table 3.J
Respondents Who Reported Each Transfer Information Source Among Their Two Most Important Sources,
By Whether Respondents' Expectations Were Met

	Of respondents who received expected transfer credit			Of respondents who did not receive expected transfer credit		
Transfer Information Source	# who said top two source	# resp.	%	# who said top two source	# resp.	%
BC Transfer Guide / Other Written Documents	1,849	2,933	63%	254	394	64%
Counselor, Student Advisor or Other College Official	1,418	2,933	48	181	394	46
A Student or Other Person	446	2,933	15	71	394	18
An Instructor	506	2,933	17	54	394	14

Note: 27 respondents who did not receive the transfer credits they expected did not answer the question about information sources and 121 of those who reported receiving their expected transfer credits did not answer the question.

[9] The 1999 BC College and Institute Student Outcomes Survey asked respondents to rate a series of college and campus services. Help in transferring to another school was ranked among the lowest relative to other services, with 17 percent of those for whom it applied saying the service was either "poor" or "very poor".

4 Conclusions / Recommendations

The main finding of this study is that the admissions and transfer system in BC is working very well for students who continue their studies after having studied at one of BC's colleges, university colleges, institutes, or OLA. In terms of access, the great majority of continuing students reported getting into the institution, program and all of the courses of their choice. In terms of transfer, only 12 percent of students reported not receiving all of their expected transfer credit, and, according to respondents, close to half of these cases arose because the original course or program was not designed for transfer.

Although the admissions picture drawn by these data is valuable, it remains an incomplete picture. The Student Outcomes questionnaire does not identify students who may have tried unsuccessfully to gain access to further studies. Thus, the information about access to institutions, programs and courses is asked only of those respondents who gained access to further studies. In addition, because the Outcomes survey was not designed for the purpose of presenting a complete picture of post-secondary admissions, many groups of students are not included in the study population; for instance, students who transfer after leaving an Applied program early; students who transfer from universities; students who enter the post-secondary system for the first time from the K-12 system, and students who enter the system from another province or the private training system are not included in the study population. A methodology that incorporates the admissions experiences of all of these groups of students is needed to draw a more complete picture of the relationship between supply and demand in the BC public, post-secondary system.

The report provides some direction to the Council in terms of where to concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation and transfer arrangements among the colleges, university colleges, institutes, the Open Learning Agency, and the universities. Given the sheer number of institutions involved, this can be a daunting task. The findings show that there were no *significant* cases of particular institutions or programs accounting for a disproportionate number of respondents with unmet transfer expectations; that is, the entire system is performing relatively well.

Because the volume of transfer students is much higher for certain sending and receiving institutions, and programs, there are areas where the Council can focus its efforts to reach the largest audience. Education campaigns should target Arts and Sciences students and Applied students in programs of 13-36 months duration at the four top sending institutions (Kwantlen University College, Langara College, Douglas College, and Capilano College). Given that half of the12 percent of respondents with unmet transfer expectations were attempting to transfer credits from programs that were reported by the respondents as not designed for transfer, it follows that there is a need for improved communication with students. The study also found a positive relationship between how informed respondents reported they were and the likelihood of their transfer expectations being met. The Council should also identify and work with institutions to resolve any articulation issues between the four top sending institutions and the three top receiving institutions: the University of British Columbia, Simon Fraser University and the University of Victoria.

The study also highlighted some areas where the incidence of unmet transfer expectations was relatively high, although the significance in terms of the number of students involved was relatively low. In terms of sending institutions, over a quarter (26%) of respondents who transferred from BCIT were unable to transfer all of their expected credits. In terms of receiving institutions, 26 percent of those respondents who transferred to either the Emily Carr Institute of Art and Design, or Okanagan University College reported unmet transfer expectations. In terms of programs, Agriculture, Natural Resources and Science Technology (33%), and Visual, Performing and Fine Arts (25%), had relatively high rates of respondents reporting unmet transfer expectations. Addressing these small concentrations of students with unmet transfer expectations is unlikely to impact significantly on the overall number of students with unmet transfer expectations, however, it may help to alleviate student frustration and improve the overall efficiency of the system.

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Hello, my name is _____ and I'm calling on behalf of [NAME OF INSTITUTION], and the BC Ministry of Advanced Education, Training and Technology. We need your help for our annual survey of former college and institute students. The purposed of the survey is to assess the quality of your educational experience and see if your education has been useful to you. While the survey is voluntary, your participation is important. All answers will be kept confidential and will only be used for statistical purposes.

1. Introductory Questions to Determine Survey Eligibility

Q1 To confirm, did you take courses from [NAME OF INSTITUTION]?

Interviewer Note: The students will have been enrolled at some point during the period July 1, 1998 and June 30, 1999.

ALTERNATE WORDING IF INST=OLA:

Q1 To confirm did you recently graduate from [OLA]?

Interviewer Note: If OLA students answer No – mention that some programs are offered in collaboration with other institutions but OLA is the institution that usually awards the credential.

1. YES – GO TO Q3
2. NO – CONFIRM NEGATIVE, THEN THANK AND TERMINATE
3. STILL ATTENDING - GO TO Q4
4. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
5. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q3 Are you still taking courses at [NAME OF INSTITUTION]?

1. YES – GO TO Q4
2. NO – GO TO Q5
3. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
4. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q4 The records indicate that you were the [NAME OF PROGRAM] program. Is that correct?

ALTERNATE WORDING IF ABE COURSE (REC_TYPE=3)

Note: ABE courses are at the high school level.

THE RECORDS INDICATE THAT YOU TOOK AT LEAST THREE ADULT BASIC EDUCATION, COLLEGE FOUNDATION OR DEVELOPMENT COURSES. IS THAT CORRECT?

1. YES – GO TO Q4B
2. NO – GO TO Q4A
3. DON'T KNOW – GO TO Q4A
4. REFUSED – GO TO Q4A

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q4A What did you study?

_____ (=CORRECT NAME OF PROGRAM)

Q4B Are you STILL in EXACTLY the same program?

Interviewer Note: We want to include people who have completed certificate and diploma programs even if the go onto a related program.

ALTERNATIVE WORDING IF ABE COURSE (REC_TYPE=3)

ARE YOU STILL TAKING AN ABE COURSE?

1. YES – GO TO Q4D
2. NO – GO TO Q4C
3. DON'T KNOW – GO TO Q4C
4. REFUSED – GO TO Q4C

Q4C What are you <u>now</u> studying?

_____ (=NAME OF SUBSEQUENT PROGRAM)
GO TO SECTION 2
REFUSED – GO TO SECTION 2

Q4D Are you currently studying at the third or fourth year level in [NAME OF PROGRAM]?

1. YES – GO TO COMMENT FOR Q4D=YES AND THEN GO TO SECTION 2
2. NO – THANK AND TEMINATE
3. DON'T KNOW – THANK AND TERMINATE
4. REFUSED – THANK AND TERMINATE

Interviewer Note: If Q4D = "YES", READ THE FOLLOWING – Your college would like to interview you about your experiences during your studies at the first and second year level in [NAME OF PROGRAM]. Many students transfer to other institutions after first or second year or go onto other activities. Please think back on the first two years of your program when you answer the questions in this interview. – GO TO SECTION 2

Q5 The records indicate you were in the [NAME OF PROGRAM] program. Is that correct?

ALTERNATIVE WORDING IF IN ABE PROGRAM [REC_TYPE=3]

THE RECORDS INDICATE THAT YOU TOOK AT LEAST THREE ADULT BASIC EDUCATION, COLLEGE FOUNDATION OR DEVELOPMENT COURSES. IS THAT CORRECT?

1. YES – GO TO SECTION 2
2. NO – GO TO Q5A
3. DON'T KNOW – GO TO SECTION 2
4. REFUSED – GO TO SECTION 2

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey Instrument

Q5A What did you study?

_____ (=CORRECTED NAME OF PROGRAM)

REFUSED – GO TO SECTION 2

Interviewer Note: If name of program corrected as a result of Q4A or Q5A, corrected version will be used in all subsequent questions.

2. Past Education and Subsequent Education

Q7 Before enrolling at [NAME OF INSTITUTION], did you complete secondary (high) school?

Interviewer Note: BC Dogwood certificates and GEDs are considered to be equivalent to high school completion.

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q8 Did you take any post-secondary before enrolling at [NAME OF INSTITUTION]?

1. YES – GO TO Q9
2. NO – IF REC_TYPE =1 OR 2 – GO TO Q7C ELSE GO TO SKIP INSTRUCTION BEFORE Q9E
3. DON'T KNOW – IF REC_TYPE =1 OR 2 – GO TO Q7C ELSE GO TO SKIP INSTRUCTION BEFORE Q9E
4. REFUSED – IF REC_TYPE =1 OR 2 – GO TO Q7C ELSE GO TO SKIP INSTRUCTION BEFORE Q9E

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q9 What certificates, diplomas or degrees did you complete before enrolling at [NAME OF INSTITUTION]?

Interviewer Note: Do not read list – but mark all completed credentials.

1. TRADES PROGRAM CERTIFICATE OR DIPLOMA, INCLUDING ELTT
2. OTHER NON-UNIVERSITY CERTIFICATE, DIPLOMA OR ASSOCIATE DEGREES (OBTAINED AT COMMUNITY COLLEGE, OR TECHNICAL INSTITUTE)
3. UNIVERSITY CERTIFICATE, OR DIPLOMA BELOW BACHELOR LEVEL
4. BACHELOR'S DEGREES(S) (E.G. B.A., B.SC., LL.B.)
5. UNIVERSITY CERTIFICATE OR DIPLOMA ABOVE BACHELOR LEVEL
6. MASTER'S DEGREE(S)
7. DEGREE IN MEDICINE, DENTRISTRY, VETERINARY MEDICINE OR OPTOMETRY (M.S., D.D.S., D.M.D., D.V.M., O.D.)
8. DOCTORATE DEGREE (E.G. PH.D., D.SC., D.ED.)
9. DID NOT COMPLETE ANY
10. DON'T KNOW
11. REFUSED

Interviewer Note: IF REC_TYPE =1 OR 2 – GO TO Q7C ELSE GO TO Q9E

Q7C While in [NAME OF PROGRAM] at [NAME OF INSTITUTION], did you take any College foundations, Adult Basic Education or Development Studies courses?

1. YES – GO TO Q7D
2. NO – GO TO Q9E
3. DON'T KNOW – GO TO Q9E
4. REFUSED – GO TO Q9E

Q7D How many of these courses did you take? _____

Interviewer Note: IF "STILL ATTENDING" (THAT IS, Q1=SA OR Q3=YES) – SKIP TO Q15H

Q9E Are you presently taking any other education/training?

1. YES – GO TO Q9F (MARK YES IF RESPONDENT IS BETWEEN SEMESTERS OR COMPLETED ONE COURSE AND IS ABOUT TO ENROLL IN ANOTHER)
2. NO – GO TO Q10
3. DON'T KNOW – GO TO Q10
4. REFUSED – GO TO Q10

Q9F Is it on a full or part-time basis?

1. FULL TIME – GO TO Q12
2. PART TIME – GO TO Q12
3. DON'T KNOW – GO TO Q12
4. REFUSED – GO TO Q12

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q10 Since you took your last course at [NAME OF INSTITUTION], have you taken any further studies?

ALTERNATE WORDING IF INST=OLA

SINCE YOU GRADUATED FROM [OLA], HAVE YOU TAKEN ANY FURTHER STUDIES?

Interviewer Note: Refers to courses that could be applied for credit, certification or professional accreditation. Do not include short continuing education courses. If applied but not yet attended, mark "NO".

1. YES – GO TO Q12
2. NO – GO TO SECTION 3
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q12 What is the name of the institution at which you were enrolled or at which you are currently enrolled?

Interviewer Note: If respondent mentions more than one institution, clarify which is or has been the main one. Mark only one. The "main" institution is the one at which the student spends most of their time.

Interviewer Note: If OLA, probe for Open University or Open College

1. BCIT
2. CALGARY (U OF C)
3. CAMOSUN COLLEGE
4. CAPILANO COLLEGE
5. CARIBOO (U.C. OF THE)
6. DOUGLAS COLLEGE
7. COLLEGE OF THE ROCKIES
8. EMILY CARR (ART & DESIGN)
9. FRASER VALLEY UNIV. COLL.
10. JUSTICE INSTITUTE
11. KWANTLEN UNIV. COLL.
12. LAKEHEAD UNIV.
13. LANGARA COLLEGE
14. LETHBRIDGE (U OF L)
15. MALASPINA UNIV. COLL.
16. NORTH ISLAND COLLEGE
17. NORTHERN LIGHTS
18. NORTHWEST COMMUNITY COLLEGE
19. OKANAGAN UNIV. COLL.
20. OPEN UNIVERSITY
21. PACIFIC MARINE TRAINING CENTRE
30. OPEN COLLEGE
22. SELKIRK COLLEGE
23. SFU
24. U OF A (EDMONTON)
25. UBC
26. UVIC
27. UNBC
28. VANCOUVER COMM. COLLEGE
29. COLLEGE NEW CALEDONIA
31. OTHER (SPECIFY) _____
32. DON'T KNOW
33. REFUSED

Interviewer Note: Capture response exactly as provided by respondent. Probe for further clarification.

Q14 What is/was your main field of study at [FROM Q12]?

Interviewer Note: Capture response exactly as provided by respondent. Probe for further clarification.

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q15H Of all the institutions you applied to after leaving [NAME OF INSTITUTION], was [MAIN INSTITUTION] your first choice?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q15I At [MAIN INSTITUTION], were you accepted into your preferred program of studies?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q15J For the program of studies in which you were accepted, were you able to enroll in all the courses you desired during your first semester?

1. YES
2. NO, UNABLE TO ENROL IN ONE COURSE
3. NO, UNABLE TO ENROL IN TWO OR MORE COURSES
4. DON'T KNOW
5. REFUSED

Interviewer Note: If 'Still Attending' or attending at same institution (THAT IS, Q1=SA OR Q3=YES) OR Q12 [MAIN INSTITUTION] (for example BCIT) enrolled at = [NAME OF INSTITUTION] being surveyed from (for example BCIT) – skip to Q16. DO NOT SKIP TO Q16 IF INST =OLA)

Q15K Did you expect to transfer course credits from [NAME OF INSTITUTION] to [MAIN INSTITUTION]?

1. YES – GO TO Q15L
2. NO – GO TO Q16
3. DON'T KNOW – GO TO Q16
4. REFUSED – GO TO Q16

Q15L Why did you expect to receive transfer credit? Was is because....?

1. YOU OBTAINED A LOT OF INFORMATION ABOUT HOW YOUR COURSES WOULD TRANSFER.
2. YOU OBTAINED SOME INFORMATION ABOUT HOW YOUR COURSES WOULD TRANSFER.
3. YOU SIMPLY ASSUMED YOUR COURSES WOULD TRANSFER.
4. DON'T KNOW
5. REFUSED

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q15M Of the following, what were the two most important sources of information about the transfer credit you expected to received from [MAIN INSTITUTION]? (Mark up to 2 responses)

1. THE BC TRANSFER GUIDE OF OTHER WRITTEN DOCUMENTS.
2. AN INSTRUCTOR
3. A COUNSELLOR, STUDENT ADVISOR, OR OTHE COLLEGE OFFICIAL
4. A STUDENT OR OTHER PEOPLE YOU KNOW

Q15N Did you get the course transfer credit you expected?

1. YES – GO TO Q15Q
2. NO – GO TO Q15Q
3. DON'T KNOW – GO TO Q15Q
4. REFUSED – GO TO Q15Q

Q15O What were the reasons you **DID NOT** get the transfer credit you expected? (Mark all that apply)

YES__NO__DK__REF__ ORIGINAL COURSES OR PROGRAM WERE NOT DESIGNED FOR TRANSFER TO [MAIN INSTITUTION].
YES__NO__DK__REF__ HAD COMPLETED MORE CREDITS THAN YOU WERE ALLOWED TO TRANSFER.
YES__NO__DK__REF__ DIDN'T KNOW OR UNDERSTAND TRANSFER REQUIREMENTS.
YES__NO__DK__REF__ RECEIVED UNASSIGNED CREDIT WHEN EXPECTED TO RECEIVE SPECIFIC CREDIT.
YES__NO__DK__REF__ RECEIVED FEWER TRANSFER CREDITS FOR A PARTICULAR COURSE THAN INITIALLY RECEIVED (E.G. A 4 CREDIT COURSE ONLY RECEIVED 3 CREDITS)
YES__NO__DK__REF__ YOUR COURSES TRANSFERRED BUT YOU COULD NOT USE ALL OF THE CREDITS TOWARD YOUR DEGREE.

Q15P Of the courses you expected to transfer, how many did not transfer?

Interviewer Note: Probe for correct option – <u>DO NOT</u> read list – courses <u>NOT</u> credits.

1. 1 OR 2 COURSES [WERE NOT ACCEPTED]
2. 3 TO 5 COURSES [WERE NOT ACCEPTED]
3. 6 OR MORE COURSES (BUT FEWER THAN ALL) [WERE NOT ACCEPTED]
4. NONE OF MY COURSES TRANSFERRED [ALL COURSES WERE NOT ACCEPTED]
5. ALL COURSES WERE ACCEPTED FOR TRANSFER CREDIT
6. DON'T KNOW
7. REFUSED

Q15Q How satisfied were you with your overall transfer experience?

1. VERY SATISFIED
2. SATISFIED
3. NEITHER SATISFIED NOR DISSATISFIED
4. UNASTISFIED
5. VERY UNSATISFIED
6. DON'T KNOW
7. REFUSED

Appendix 1: Relevant Questions from the BC College and Institute Student Outcomes Survey

Q16 How related to your [NAME OF PROGRAM] program at [NAME OF INSTITUTION] were/are your further studies at [NAME OF NEW INSTITUTION]? Would you say…

IF "STILL ATTENDING" (THAT IS, Q1=SA OR Q3=YES) – How relate to [NAME OF PROGRAM] at [NAME OF INSTITUTION] are your further studies? Would you say…

1. VERY RELATED
2. SOMEWHAT RELATED
3. NOT VERY RELATED
4. NOT T ALL RELATED
5. DON'T KNOW
6. REFUSED

Appendix 2: About the Outcomes Survey Cohort

The goal of the BC College and Institute Student Outcomes Survey is to obtain feedback from students about their educational and college experiences and to find out what students do after they leave their college, institute or university college in BC.

This report presents the input received from former students of Applied and Arts and Sciences programs. The specific criteria for inclusion in each of these groups are outlined below. Note, in all cases some credits must have been completed during the period July 1, 1998 and June 30, 1999 and the **student must not have been enrolled in the program between July 1, 1999 and February 1, 2000.**

Arts and Sciences programs

- must have successfully completed 24 or more credits in a baccalaureate program
- exception: some university colleges offer programs where a diploma granted for the first two years of study is a pre-requisite for studies at the third and fourth year level. In these programs, students are surveyed after completing their diploma, whether or not they leave the program at their institution.

Applied programs

- *of less than one year duration*: must have successfully completed all credits.
- *of 13-36 months duration*: must have successfully completed 75 percent of program requirements.
- *Upper division*: must have successfully completed 80 percent of program requirements.

Note that university colleges did not use a consistent approach in deciding how much of an upper division applied degree program had to be completed before a student was included in the survey. Kwantlen University College, the University College of the Fraser Valley, and the University College of the Cariboo all used either an 84-credit criterion or an 80 percent complete criterion for inclusion in the applied baccalaureate cohort. Malaspina University-College included applied baccalaureate students who had completed at least 50 percent of their program requirements. The Okanagan University College used the 24-credit completion criterion to select students for inclusion in the applied baccalaureate cohort. It is not expected that this variation in practice among the university colleges will have a significant effect on the findings because upper division applied respondents from university colleges comprise less than 3 percent of all respondents.

Appendix 3: Glossary of Terms

Adult Basic Education Programs:	Defined as post-secondary programs that provide education in predominately "academic" subjects at the secondary school level or lower. Operationally, ABE programs are defined to include students who have taken at least three courses that are included in the BC Articulation Handbook.
Applied Programs:	Includes all programs designed to lead to employment in a relatively specific field. For this survey, they include programs of 0 – 6 months duration, 7 – 12 months duration and 13 – 36 months duration, and the upper division of applied baccalaureate programs. All Applied programs, e.g., engineering, business, nursing, education, social work and criminology, are included regardless of whether the courses in the programs carry transfer credit.
Arts and Sciences Programs:	Includes programs that lead to a two-year associate degree or a four-year baccalaureate degree, or programs consisting of courses in the liberal arts, humanities, social or physical sciences.
Continuing student:	Former students (see definition below) who continued their education at the same or a different institution after completing (or nearly completing) a post-secondary program at a BC college, institute, agency or university college.
Early Leaver:	A student who left a program at their college, institute, agency or university college before completing enough credits to qualify for inclusion in the BC College and Institute Student Outcomes Survey.
Expectation to transfer credit:	Former students who continued their education at a different institution who expected to receive transfer credits for their original studies. Operationally, these are students who went on to a different institution within the BC public post-secondary system who answered "yes" to the question: "Did you expect to transfer course credits from [Sending Institution] to [Receiving Institution]?"
Former students:	The group of students who are included in the survey population. See Appendix 2 for inclusion criteria.
Lower Division:	The first and second year of a four-year baccalaureate degree program.
Upper Division:	The third and fourth year of a four-year baccalaureate degree program.

Appendix 3: Glossary of Terms

Receiving Institution:	The institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.
Respondent:	A former student who responded to the BC College and Institute Student Outcomes Survey.
Sending Institution:	The institution that a continuing student came from, that is, the institution where they did their original studies.
Transfer student:	A former student who continued their studies at a different institution.